DOCUMENT RESUME

ED 172 003 CE 021 892

TITLE	A Transportable Professional Development Module for Mainstreaming Students into Vocational Education.
INSTITUTION	Louisville Univ., Ky.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
CONTRACT	498AH60017
GRANT	G007604048
NOTE	120p.; Not available in hard copy due to small print
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academically Handicapped; *Delivery Systems; Educational Objectives; Employment Potential; Handicap Detection; Handicapped Students; Individual Differences; *Individualized Instruction; Individual Needs; Inservice Teacher Education; *Instructional Design; *Instructional Improvement; Instructional Materials; Learning Activities; *Mainstreaming; Mentally Handicapped; *Performance Based Teacher Education; Physically Handicapped; Preservice Education; Teaching Models; Vocational Education

ABSTRACT

This module is designed to enable the teacher working in an actual school situation with a special needs learner to develop an individualized instruction program based on a diagnostic, prescriptive teaching model. The first of three chapters contains three learning experience activities which are designed to help the teacher demonstrate knowledge of (1) the handicapping conditions and educational goals of special needs learners, (2) delivery systems used in designing instruction, and (3) the diagnostic prescriptive model as it relates to individual instruction. Each learning experience contains an objective, learning activity, optional learning activity, self check activity, and feedback. Chapter two is a review of related literature. The third chapter contains a training packet to help teachers develop affective and cognitive understanding of the mainstreaming concept and its implications for training people who have special needs to obtain and keep rewarding and satisfying jobs. Objectives, activities, evaluation methods, and learning materials are presented in chart form. (LRA)

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A TRANSPORTABLE PROFESSIONAL DEVELOPMENT MODULE FOR MAINSTREAMING STUDENTS INTO VOCATIONAL EDUCATION

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CE021892

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Developed by the University of Louisville in conjunction with the United State Office of Education, contract number 498AH60017.

CHAPTER I

INTRODUCTION

As the boundaries between special education and regular education are fading and handicapped students are being mainstreamed into the regular classroom, the vocational education teacher will be called upon to deal with a wide range of individual learning styles. As learners with special needs fall into the mainstream of education, it is filled with more severely disabled students. The vocational curriculum, aimed at preparing the individual for gainful employment, must be commensurate with the needs of the learner to be served.

This module is designed for the vocational education teacher. It defines the handicapping conditions of special needs learners who will be in your classroom, explains delivery systems and instructional methods employed in special education, and provides a diagnostic prescriptive teaching model as it relates to individualized instruction for the special needs learner.

The ultimate purpose of this module is to help prepare you, the teacher, to provide the best learning experience possible for your students through knowledge and understanding of how they learn.

ABOUT THIS MODULE

Objectives

Terminal Objectives. While working in an actual school situation with a special needs learner, develop an individualized instruction program based on the diagnostic prescriptive teaching model. Your performance will be assessed by your resource person, using the Teacher Performance Assessment (Learning Experience IV).

Enabling Objectives. (1) After completing the required reading, demonstrate knowledge of the handicapping conditions and educational goals of special needs learners. (2) After completing the required reading, demonstrate knowledge of the delivery systems used in designing instruction. (3) After completing the required reading, demonstrate knowledge of the concepts involved in the diagnostic prescriptive teaching model.

Prerequisites. To complete this module, you must have competencies in teacher education. The module is designed for both pre- and in-service teachers.

References

Learning Experience I: Telford, Saurey, The Exceptional Individual
Haring, Behavior of Exceptional Children

Learning Experience II: Nystrom, Bayne, McClellan, Instructional Methods in Occupational Education

Learning Experience III: Holmes, Diagnostic Prescriptive Teaching
Peters, Diagnostic Prescriptive Teaching

LEARNING EXPERIENCE I

Enabling Objective. After completing the required reading, demonstrate knowledge of the handicapping conditions and educational goals of special needs learners.

Activity. You will be reading the information sheet, Special Needs Learners and Educational Goals.

Optional Activity. You may wish to read the supplementary rererence, The Exceptional Individual.

Activity. You will be demonstrating knowledge of handicapping conditions and educational goals of special needs learners by completing the Self Check.

Feedback. You will be evaluating your competency by comparing your completed Self Check with the correct responses.

Activity: For information about handicapping conditions and educational goals of special needs learners, read Special Needs Learners and Educational Goals.

SPECIAL NEEDS LEARNERS AND EDUCATIONAL GOALS

Moderately Handicapped

Learning Disabled. Any specific difficulty in acquiring and using information or skills that are essential to problem solving is a learning disability. It is a disorder in the psychological process which will manifest itself frequently in nonachievement. Many deficits are not directly visible, so diagnosis is required for identification of the problem.

What is meant by a learning disability may be clarified by some examples.

1. Motor disability--Teachers may describe the learner as having two left feet when having unusually poor handwriting and/or difficulty in manipulating things, such as cutting with scissors. Awkward gross motor coordination and/or clumsiness in performing fine motor skills is present.
2. Visual disability--This problem may show up when the student is given a picture of a two- or three-dimensional object and asked to find the same object in a field of different objects elsewhere on the page. Or he may have a weakness in discriminating two words or letters that look alike (pen, pin; p, q).
3. Auditory disability--Most frequently, auditory deficits are seen as the inability to repeat more than six words in a sentence. A student may not be able to discriminate loudness or pitch of voice and/or long and short vowel sounds as in set or sit.

The vocational teacher, as part of his task in designing a remedial program, must gain knowledge of the methods and materials developed for the specific problem. Drill and practice are effective procedures for teaching basic skill deficits. A learning disability can be remediated by precise, individualized instructional programming. Thus, the goal of the vocational education teacher is to help the student master the basic skills he will need to gain and keep employment.

Educable Mentally Handicapped. The student who is educable mentally handicapped is significantly behind others in grade level due to difficulty in dealing with concepts because of abstractness. He can be expected to learn between one-half to four-fifths of that learned by the average student in one year and by the completion of high school will have achieved academic skills ranging from third to seventh grade.

Vocational education should be initiated with the intent of ultimately making the educable mentally handicapped reasonably proficient in marketable skills. The individual will be able to hold a job, manage affairs, and provide for himself and his family. There is a reasonable prediction of success and of social and vocational independence in adulthood.

Severely Handicapped

Seriously Emotionally Handicapped. Individuals who are seriously emotionally handicapped fail to achieve academically at a level commensurate with their abilities. Such students may demonstrate varying degrees of an inability to learn. This handicap cannot be explained by intellectual, sensory or helth factors.

There is a generous number of types of emotional disorders in individuals as well as multiple psychological causes. Academic performance will vary with degree of severity. Diagnostic appraisal to identify the type and cause of the emotional handicap is necessary before remediation along with academic instruction can begin.

Trainable Mentally Handicapped. The person who is trainable mentally handicapped develops at one-fourth to one-half that of the non-handicapped person. Although he cannot be "educated" in the traditional sense, he is capable of rote learning and training, has self help and self care potential, and can adjust socially in the classroom and community. However, he will probably be dependent for life.

Down's Syndrome accounts for one-third of the trainable population. It is physically characterized by almond shaped eyes, short stature, short fingers, and tongue too large for oral cavity.

The major goals of the curriculum for the trainable mentally handicapped is for them to provide for their own needs without supervision and to be economically useful. There are many types of jobs the trainable population can perform with competency. It was once generally believed that trainables were capable only of rote type jobs or those that required little know how. Through individualized instruction known as task analysis, the trainable person's learning has been extended to more complex skills such as bicycle assembly, meal preparation, sewing, only to mention a few.

Sensory Handicapped

Hearing Impaired. Hearing impairment ranges in severity from light to extreme. Mild and moderately impaired students can benefit

from use of amplification and may receive all or part of their education in the mainstream with supplemental help in speech and language development.

For those with severe and profound losses, oral instruction may be supplemented by some form of manual communication. Mainstreaming and integration must be supervised.

The goals of vocational education for the hearing impaired is to prepare the hearing impaired student for the occupation of his choice. With appropriate consideration from the teacher, most students who are hearing impaired can be successful in nearly all occupations.

Visually Impaired. Partially sighted refers to those who have visual limitations but are able to use vision as a chief channel to learning and whose vision may require an alteration in the educational procedures or materials.

Blindness is the condition in which visual function is so reduced that braille must be used as a reading medium. Blindness may be established when vision loss is 80% or more.

Vocational skills are taught to vision impaired students in business and industrial education using the same materials as sighted peers. Typing, shorthand, office equipment and metal welding can be taught to visually impaired students with minor or occasional adaptation of materials or procedures.

Speech Impaired. Speech impairments range from mild to severe. Two primary communication disorders are (1) articulary disorders and (2) stuttering.

Articulory disorders may be attributed to a language problem, a speech problem, or a learning disability. The individual has mis-learned the sound system of the language and is substituting or omitting sounds.

Stuttering is the most frustrating for the individual. Causes are unknown. However, it may be that one of the realities of stuttering is fear and anticipation of stuttering. Thus, it is considered to be a learned behavior with its treatment to reduce symptoms that disrupt speech efforts.

Suggestions for classroom handling of the student with a speech impairment is to completely accept his nonfluencies in an unembarred fashion and encourage him or her, but not force them, to talk in front of a group.

Vocational education can serve the speech impaired in almost the same capacity it can the other students. The teacher should be sensitive, however, to the student's discomfort with vocational type activities that would involve verbalization.

Orthopedically Handicapped

Individuals with orthopedic handicaps are those who have difficulty in physical movement. The physical impairment may be due to muscular, skeletal, or neurological impairment. The teacher and the student will need to find the techniques that work best with him through experimentation. In many cases, prostetic devices can help overcome the handicap.

The teacher must allow the student to develop skills as closely as possible to his capacities. To do so, consideration of their needs is essential. Facilities should be flexible and easy to move around in.

Health Impaired. The health impaired student is often overlooked perhaps because his handicap is not as deviant as others are. Special consideration must be given to health impaired learners as well. Instruction must be individualized according to type of impairment and severity of impairment.

The teacher must guide the health impaired learner in choosing an occupation that does not interfere or present hazards to his condition.

SELF CHECK ACTIVITY

The following items check your comprehension of the material in the information sheet, Special Needs Learners and Educational Goals. Match the handicapping condition to the case study which describes it. Each answer is only used once.

(a) educable mentally handicapped
(b) orthopedically handicapped
(c) learning disabled
(d) hearing impaired
(e) health impaired
(f) visually impaired
(g) seriously emotionally handicapped
(h) speech impaired
(i) trainable mentally handicapped

_____ 1. Jim has difficulty with vowel sounds. The words "pen" and "pin" sound the same to him. He can only distinguish the words visually.

_____ 2. Sharon is in the ninth grade functioning at a 4.0 grade level in math. She will put much effort into her work as long as she is given tasks she can handle. It is very difficult for Sharon to apply a concept to a math problem and solve it.

_____ 3. Mike has never walked but he can move around quite well in a wheelchair. He has average intelligence and is well accepted by his classmates.

_____ 4. Although Terry functions at an average level for his age, he needs special attention. His asthmatic condition presents him from taking full part in woodworking class and special precautions must be taken.

_____ 5. Cathy is in a regular vocational class but uses a tape recorder and special reading equipment made for this particular handicapped population.

_____ 6. Tom is in a regular class but receives therapy outside of the class for problems he is having with verbalization.

_____ 7. When spoken to clearly and in a normal manner, Ann fully understands what another person is saying by watching their mouth movements.

_____ 8. Fred is a hard working man who excels in lawn and garden upkeep and maintenance. He is faithful and on time for work, but cannot order materials or purchase items necessary to do the job.

_____ 9. Bob has had tremendous difficulties in adjusting to his new school. He physically strikes out at those who try to help him and withdraws into isolation when he determines he cannot overcome the situation.

ANSWERS: 1 (c); 2 (a); 3 (b); 4 (e); 5 (f); 6 (h); 7 (d); 8 (i); 9 (g).

LEARNING EXPERIENCE II

Enabling Objective. After completing the required reading, demonstrate knowledge of the delivery systems used in designing instruction.

Activity. You will be reading the information sheet, Delivery Systems.

Optional Activity. You may wish to read the supplementary reference, Nystrom, Bayne and McClellan, Instructional Methods in Occupational Education.

Activity. You will be demonstrating knowledge of delivery systems operations by completing the Self Check.

Feedback. You will be evaluating your competency by comparing your completed Self Check with the correct responses.

DELIVERY SYSTEMS

There are three general approaches to instructional program development for the special needs learner; (1) mainstreaming, (2) modified regular programs and (3) special programs. We will be focusing mainly on the mainstreaming approach, for it is this concept that will become a reality for all teachers of regular classes.

Public Law 94-142, or the Education for all Handicapped Children Act, in effect since 1975, safeguards the placement of the special needs learner in the least restrictive environment; that which is closest to general education placement. It was designed to assure that all handicapped individuals have available to them a free, appropriate, public education which emphasizes special education and related services designed to meet their needs.

Thus, the role of the vocational education teacher will be extended when special needs learners are a part of his class. He will become a diagnostician; he must identify and assess special problem areas (Learning Experience III). He will assume the role of counselor bearing the responsibility for advising young special learners.

Perhaps one of the teacher's major responsibilities will be to create an accepting atmosphere in the classroom and to be aware of internal discomforts an individual might be experiencing in his new environment. Human interactions in the classroom are extremely important when special needs learners are a part of the group. The mood of the classroom is reflected mainly in the words and behaviors of the teacher. He must try to understand the handicap affecting his students without stereotyping them, help to put them at ease, and recognize them as individual members with individual needs.

Mainstreaming

The concept of mainstreaming refers to placement of the special needs learner in a regular classroom, the least restrictive environment. The purpose behind the mainstreaming approach is to allow the special needs learner the opportunity to develop academically and emotionally within the "normal" society he will be living and working in.

While in regular placement, handicapped learners receive aid from support systems to help them succeed in occupational vocational education programs. Individualized instruction will be the focus of the teacher's attention. For the mainstreaming approach to be successful, an individualized instructional framework is necessary. Normalizing kinds of activities within the framework will be included.

The following is an Individualized Teaching/Learning Plan for the special needs learner and information that should be included under each heading:

I. Description of the Learner
   - A. Abilities (strengths and weaknesses)
   - B. Nature of handicap
   - C. Personal characteristics

II. Instructional Objectives
   - A. General instruction objectives
   - B. Support services

III. Evaluative Criteria
   - A. Description of criteria
   - B. Methods of evaluation

IV. Special Materials and Equipment
   - A. Support materials (for each objective)
   - B. Special procedures

V. Instructional Procedures Evaluation Log

A. Evaluation techniques and instructional methods assessment

The vocational teacher should take advantage of the support systems available in the school as well as in the community. He or she is not expected to be familiar with all handicapping conditions affecting his learners, hence cooperation among teachers, special education personnel, guidance counselors, and administrators is imperative if the student is to benefit from mainstreaming. External agencies such as mental health, rehabilitation, associations for the blind and other agencies for the sensory impaired and handicapped serve as excellent sources of knowledge, help and support.

Modified Regular Programs

The modified regular program approach is similar to mainstreaming. It includes students with similar handicapping conditions, that is, a target population for whom regular programs modifications are made. Similar to mainstreaming, a program plan must be designed. Unlike the mainstreaming approach, the entire program plan is focused on rather than an individualized instruction plan. Program objectives may be altered, but program goals will remain the same. The individualized instruction that may take place is based on an individual's specific learning needs other than the handicapping condition.

Special Programs

Special programs are designed for a target group with the same severe handicapping condition such as a group of blind individuals. General program goals and objectives must be modified and in cases,

significantly altered. The special needs learners in the special programs are without the same occupational potential as regular vocational education students. The program is designed for them in order that they meet their own greatest potential.

SELF CHECK ACTIVITY

The following items check your comprehension of the material in the information sheet, Delivery Systems. Each of the items requires a short essay-type response. Please respond fully, but briefly.

1. Explain the concept of mainstreaming. What is the purpose of mainstreaming?

2. Describe the special needs learner instructional plan and the function of each of the five parts of the plan.

3. How is the modified program different from the mainstreaming approach?

4. For whom were special programs designed? Describe the population.

FEEDBACK

Compare your written responses on the Self Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. The concept of mainstreaming refers to the placement of the special needs learner in a regular classroom, the least restrictive environment. The purpose behind the mainstreaming approach is to allow the special needs learner the opportunity to develop emotionally and academically within the "normal" society that he will be working and living in.

2. I. Description of Learner
   - A. Abilities
   - B. Nature of handicap
   - C. Personal characteristics

   II. Instructional Objectives
   - A. General instructional objectives
   - B. Support services

   III. Evaluative Criteria
   - A. Description of criteria
   - B. Methods of evaluation

   IV. Special Materials and Equipment
   - A. Support materials
   - B. Special procedures

   V. Instructional Procedures Evaluation Log
   - A. Evaluation techniques and instructional methods assessment

3. The modified regular program approach is different from mainstreaming in that the entire program plan is focused on rather than an individualized instructional plan.

4. Special programs were designed for a target group with the same severe handicapping condition.

LEARNING EXPERIENCE III

Enabling Objective. After completing the required reading, demonstrate knowledge of the diagnostic prescriptive model as it relates to individual instruction.

Activity. You will be reading the information sheet, Providing Individualized Instruction to the Special Needs Learner.

Optional Activity. You may wish to read the supplementary reference, Holmes, Diagnostic Prescriptive Teaching.

Activity. You will be demonstrating knowledge of the diagnostic prescriptive model by completing the Self Check.

Feedback. You will be evaluating your competency by comparing your completed Self Check with the correct responses.

PROVIDING INDIVIDUALIZED INSTRUCTION FOR SPECIAL NEEDS LEARNERS

Individualized instruction refers to the collecting of specific information on an individual, then using the information to determine his academic needs and designing learning to satisfy those needs.

The following guidelines will be helpful in clarifying what individualized, personalized, instruction actually is:

(1) The teacher is providing individualized instruction when he analyzes a student's performance then provides instruction in relation to that performance.

(2) Individualized instruction must have a data base. The teacher assesses the student to determine his strengths and weaknesses. When instruction is based on that specific data, it then becomes individualized.

The first step in individualized instruction is assessment. Assessment gives a global indication of the student's present functioning level of competence as a starting place and as a basis for intervention. Limitations in potential should not be assumed. Once the special needs learner's levels have been identified, an instructional procedure consistent with the educational goals can begin. By assessing student performances, the teacher can focus attention on the specific deficits the student may be having rather than on the task itself.

The diagnostic prescriptive model seems a feasible approach to identifying special learner's needs, for the first step in teaching the handicapped begins with this identification.

1. Task analyze instructional areas. Break general topics into sub-topics or sub-areas which are in turn broken into sequential components. Write a component checklist keeping track of the areas in which the student can and cannot perform. This is the procedure involving a teacher-made informal assessment.
2. Specify objectives in sequence. For each sub-area, an instructional objective should be stated which specifies conditions, behavior in measurable terms and criteria which must be met to indicate mastery.
3. Pre- and post-assessment. Individualized instruction must be based on data collected during pre- and post-assessment. Have the student perform the task before and after individualized instruction and collect data following the component check list. Evaluate performance based on instructional objectives. Once this data is available, it must be examined carefully in order to determine what is useful and pertinent in designing your individualized instructional program. The pre-assessment data must be supplemented by more precise task related student performance information.
4. Analyze student performance. Identify specific instructional needs.
5. Provide instructional materials to remediate deficits. An important element of individualized instruction is learning instructional activities which will be in the unit. Here the teacher prescribes the materials to be used in learning.

The diagnostic prescriptive approach to teaching special needs learners can be summarized as follows: assess — state objectives — collect data — analyze — prescribe.

SELF CHECK ACTIVITY

A. Place a check near the item that refers to individualized instruction.

___ 1. Giving a student something different from everyone else to do.

___ 2. Analyzing student performance and providing instruction in relation to that performance.

___ 3. Checking on students as they independently work on a task.

___ 4. Allowing the student to choose a task as to what he feels he needs to know.

___ 5. Begins with a data base to determine strengths and weaknesses.

B. Answer the following essay questions fully, but briefly.

1. Why is assessment important and what does it tell us?

2. Explain how the diagnostic prescriptive teaching approach relates to individualized instruction.

3. Why is individualized instruction important in teaching the special needs learner?

4. What is the next step following initial collection of performance data?

ANSWERS: A2 and A5.

CHAPTER II
REVIEW OF RELATED LITERATURE

Over the last several years, mainstreaming, the idea of integrating handicapped persons into regular educational settings, has been a major topic of concern for teachers, administrators and parents both of the handicapped child to be mainstreamed, as well as the nonhandicapped child in whose classroom that mainstreaming would occur. This concern, moreover, has gained considerable impetus from several distinct yet interrelated considerations surrounding the mainstreaming issue: Ideologically, all children, regardless of handicapping condition, the least restrictive environment possible in which to learn and grow; economically, education can no longer afford to continue supporting two ever-expanding, separate and distinct educational systems--"regular" and "special"; and legally, as a result of recent court decisions and legislative mandates on both the state and federal levels, educational agencies provide handicapped children with the same educational opportunities, at public expense, that are traditionally provided other children.

Not the least of these recent legal considerations is Public Law 94-142 (Education of All Handicapped Children Act) which, while not mandating mainstreaming per se, does suggest that handicapped and nonhandicapped children be educated together unless the severity of the former's handicapping condition is so great as to preclude successful integration into the regular classroom, even with the benefit of supportive aids and services (NEA Instruction and Professional Development, 1976).

The result of such highly motivated concern is that the process of mainstreaming handicapped learners into regular educational settings is well under way. Programs and studies aimed at successfully implementing this latest educational strategy abound, and increased recognition is being given to the need for additional programs and studies aimed at identifying components necessary for its ultimate success.

This latter notion, and the one toward which this project is directed, is crucial: In order for mainstreaming to succeed in the long run it must be adaptive; that is, it requires gradual, reasoned implementation to insure short term success, need-defined support systems, careful planning, image enhancement of those to be integrated and the careful training and preparation of all personnel to be involved (Soeffing, 1974).

It is toward this training and preparation of vocational personnel that this project is specifically directed. By identifying components vital to the successful implementation of mainstreaming and by converting those components into relevant teacher competency statements, it is then the expressed aim of this project to generate, as a result, subsequent teacher-training modules directed specifically toward the development of these competencies, and in so doing, insure the existence of at least some of the components necessary for the successful mainstreaming of handicapped learners into regular vocational education programs.

The following review of related literature is concerned primarily with a consideration of some of those components identified as essential to the successful implementation of a mainstreaming strategy, some of the existing vocational education programs that are successfully incorporating those components into their program and, finally, some of the ways in which those components have been converted into relevant teacher-training competency statements.

Some Essential Competencies

In comparing some thirty mainstreaming programs described by Deno (1973), Beery (1972), Kreinberg and Chow (1973) and Birch (1974), Chaffin (1974) found that the most notable omission in the programs under consideration was an effective system of evaluation. Concluding that, at least to the date of his study, no truly successful mainstreaming program was as yet in existence. Chaffin offered the following suggestions, based upon his findings, for the successful implementation of a mainstreaming program:

1. The decision to mainstream should be accompanied by the decision to provide comprehensive instructional support systems.

2. Not all handicapped children should be expected to benefit from mainstreaming.

3. Mainstreaming should be designed at the individual school level, since each school differs in administrative style, teacher attitudes and student population.

4. Everyone involved in the program should also be involved in the planning of that program.

5. If the regular teacher is responsible for the mainstreamed child in the regular classroom, then that same teacher should make decisions concerning the kinds and amounts of support needed.

6. Inservice training and preparation of personnel should occur before implementation of the program.

7. Support procedures to be employed should be carefully outlined and specifically described.

8. A pupil accounting system, in terms of number served, type of service received and length of time in program, should be developed.

9. A system of program evaluation should be developed in order to provide feedback as to the effectiveness of the program.

10. Results of the program should be reported to administrators, teachers, parents and other members of the community.

In a study by Bradfield, Brown, Kaplan, Rickert and Stannard (1973), six EMH students were integrated with forty-four nonhandicapped third and fourth grade students, and precision teaching procedures and individualized materials and instruction were used with the two experimental groups involved. Control groups were maintained, and the results of the study indicated that handicapped and nonhandicapped students in the integrated experimental settings improved as much or more than did their respective controls in terms of academic growth, social behavior and attitude change. As a result of their findings, the authors pointed out that "the entire structure of the classroom must be modified not only to accommodate the special child, but also to provide individualized instruction more effectively to all children in that class. To return the special child to the regular classes that rejected him in the first place would be a serious error" (Bradfield et al, 1973, p. 384).

Christopolis (1973) suggests three primary components necessary for the successful integration of handicapped learners into regular educational settings: Interstudent tutoring is advocated in order to prevent overwhelming the teacher with a variety of ability levels, curricula and materials; record keeping and task analysis is proposed to insure the maintenance of sufficient data on all behaviors, and to insure the breaking down of educational tasks into smaller, more easily mastered components; and minimizing traditional assessment procedures is suggested to the extent that assessment becomes dependent solely upon the activity the student is having difficulty being integrated into, the level of successful performance of the student in relation to that activity and the peripheral skills which may be lacking and, therefore, contributing to that difficulty.

Based upon potential problems facing the teacher ranging from feelings of inadequacy and fear of failure on the part of the handicapped student to rejection and other varying psychological effects on the part of the nonhandicapped student, Watson (1975) has identified six components necessary for dealing with such problems: (a) involvement of the handicapped student in activities with the rest of the class on a level at which he can succeed; (b) attainment of confidence through opportunities for success, emotional reassurance and approval; (c) introduction of new material concretely and in steps; (d) the use of extrinsic rewards; (e) the use of games; and, finally, (f) the use of class stores and sociodramas to encourage the transfer of factual information to real-life situations, and, as a result, to encourage independent thinking.

Levy (1976) proposes a sequence of components for successful mainstreaming based upon curriculum development, and implemented student by student under the direction of a pupil personnel study team consisting of four instructional unit teachers, a guidance counselor, the principal and a learning disabilities teacher/consultant. The sequence of components identified by Levy proceed as follows:

1. Identify the student.
2. Establish a timetable.
3. Develop a model unit based on the subject matter being taught in the regular classroom.
4. Teach the model unit in the special classroom.
5. Prepare the student, based on the model, for entering the regular classroom.
6. Develop new units based on the original model.
7. Teach the new units.
8. Evaluate the student in relation to the new units.

9. Provide remedial assistance if needed.
10. Provide guidance to the regular teacher.
11. Identify and solve any newly emerging problems.
12. Evaluate the entire procedure every nine weeks.

Levy maintains further that implicit in the entire procedure, teachers must be given inservice training, the roles and relationships of staff must be redefined, special education classes must become learning resource centers and special education staff must become actively involved in developing individualized curricula for all students.

In an Illinois Occupational Education for Disadvantaged and Handicapped Persons Bulletin (1974) some examples of modifications made to assist handicapped students in regular occupational programs were given, and they included modifications in the areas of time (shorter and/or longer instructional periods, longer total completion time, summer remediation), materials (individualized packets, braille, larger print, recordings, amplification, simplified equipment), scheduling (flexibility, minicourses within broader programs, time extensions) and supplemental educational services (psychological services, guidance and counseling, job placement and follow-up).

In discussing the four major types of problems encountered in attempts to mainstream--legal constraints, teacher preparation, instructional arrangements and accountability procedures--Kreinberg and Chow (1973) point out some components compatible with the successful integration of handicapped learners into regular educational settings. These include individual instructional aides, flexible role definitions as perceived by special and regular teachers, team teaching, open schools,

peer and cross-age tutoring, heterogenious classrooms (including multi-aging), programmed learning, precision teaching, behavior modification and diagnostic and prescriptive teaching.

Nyquist (1973) identified four components necessary for any successful mainstreaming program including adequate preparation of administrators, teachers, parents and students; pacing of the rate at which handicapped learners are integrated into regular classrooms; specificity of educational services to all students by special educators; and flexibility in the total program so as to allow for change and adaption.

In general, the four components mentioned most often in the literature as necessary for the successful implementation of a mainstreaming program include: (a) individualized instruction (Bradfield et al., 1973; Christopolis, 1973; Levy, 1976; Occupational Education, 1974; Kreinberg & Chow, 1973; Wynne, Brown, Dakof, & Ulfelder, 1975; Martin, 1974; Dirr & Laughlin, 1974; Bangrover, 1971; Wall, 1974); (b) adequate preparation of all personnel, including the attitudes and values thereof (Chaffin, 1974; Levy, 1976; Kreinberg & Chow, 1973; MacMillan, Jones, & Meyers, 1976; Martin, 1974; Birch & Johnstone, 1975; Wall, 1974; Wynne et al., 1975; Nyquist, 1973; Wolf, 1975); (c) adequate support systems, including cooperation among direct service agencies (Chaffin, 1974; Bradfield et al., 1973; Levy, 1976; Occupational Education Bulletin, 1974; Nyquist, 1973; Bangrover, 1971; Martin, 1974; Wall, 1974); and (d) effective systems of both pupil and program evaluation (Chaffin, 1974; Christopolis, 1973; Levy, 1976; Kreinberg & Chow, 1973; Winick, 1974; Martin, 1974; Wolf, 1974).

Some Existing Programs

Based on administrative interviews and on-site visits to ninety-two projects in twenty-three states, Walsh, Breglio and Langlois (1974) conducted an assessment of vocational education programs for the handicapped under Part B of the 1968 Amendments to the Vocational Education Act and found that, of the programs operating under these Part B set asides, most were for special rather than integrated or partially integrated vocational programming.

In only 15% of the traditional projects studied were more than one type of class funded, and in 62% of the projects (representing 51% of the total enrollment) segregated, special class programs only received funds. Additionally, all thirteen of the unique projects encountered (mobile labs, special districts, summer programs, etc.) were special, thus bringing the total proportion of special projects to 69%.

The major findings of the statistical overview provided by the study were that, for the most part, programming under the Part B set asides of the 1968 Amendments was for special rather than regular or combination projects, and that, as a result, the goal of integrating handicapped learners into regular vocational education programs was, as yet, unrealized.

In the administrative interviews conducted pursuant to the study, all but a few of those administrators interviewed, when asked to comment on the efficacy of mainstreaming handicapped students into regular vocational education programs, maintained that while it was the policy of their program to integrate, the implementation of that policy was far from a reality. Factors contributing to this difficulty in implementation, according to the administrators, included the relative ease in accounting for funds spent on

special programs as opposed to those spent in conjunction with regular programs; the reluctance or inability of regular teachers to accept and/or teach the handicapped student; the absence of services needed by the handicapped student in the regular class; the lack of individualized instructional techniques in most of the projects; and the referral of individuals into the programs who are unable to succeed in the advanced skills training classes.

In spite of these and other such difficulties, programs do exist which are effectively making use of components necessary for the successful mainstreaming of handicapped students into regular educational programs, and as a result, they are maintaining highly effective, integrated vocational programs.

One such program directed toward meeting the vocational needs of handicapped high school students in the St. Paul-Minnesota area is Project SERVE (Lake, 1974). Designed to prepare the student for job placement in an integrated society upon graduation, SERVE promotes the integration of handicapped students into the regular secondary education program as much as possible by involving those students in regular classes such as P.E., Vocational Education, Home Economics, Industrial Arts, etc.

Instructionally, fifteen students work with a teacher/job coordinator for half the day in a SERVE classroom where each student follows his own individualized program encompassing academic skills, occupational skills and work experience. For the remainder of the day, students are involved in OJT in the school district or community, or they receive vocational instruction at the area Vocational-Technical school which also maintains a SERVE center.

Administratively, Project SERVE represents the interagency coordination of three separate Department of Education agencies: special education, vocational rehabilitation, and vocational education.

As a result of this interagency coordination, several cooperative arrangements have emerged and include the requirement that teacher/coordinators be certified in both vocational and special education, the broadening of vocational rehabilitation services to include high school aged students, the use by all three agencies of vocational rehabilitation's data system, the joint funding by all three agencies of SERVE personnel salaries, the accountability of the coordinator of vocational programs to both vocational education and special education, the responsibility of the vocational adjustment coordinator to both the public schools and the vocational rehabilitation office and, finally, the enrollment in the new 916 Vo-Tech Institute--a regular vocational education facility--of both SERVE and nonhandicapped students alike.

Another facility which is successfully maintaining an integrated vocational education program is the Calhoun Area Vocational Center (CAVC) located in Battle Creek, Michigan (Parker, 1975).

One of twenty-five area vocational centers in Michigan, the CAVC serves fifteen school districts within the Calhoun County area. Students are selected for placement by the individual high schools on the basis of need and capability, and the Center thereafter maintains a continuing, working relationship with the high school counselors, intermediate school district counsultants and vocational rehabilitation personnel.

Operating a fully integrated vocational education program, the CAVC makes no distinction between handicapped and nonhandicapped students

in terms of programming; students attend their home high school for half the day and the CAVC for the other half, and special assistance is provided any student needing it by the special needs team. Currently the Calhoun Area Vocational Center is serving ninety-seven special needs students out of a total enrollment of 1,340 students.

The Special Vocational Program for the Handicapped operating at the Salina Area Vocational Technical School in Salina, Kansas (Abbas & Sittington, 1976; Jernberg, 1975) is another project aimed ultimately at the integration of handicapped students into regular vocational education programs.

Serving secondary and post-secondary students with physical, emotional or intellectual handicaps, the program offers vocational counseling, placement service, work evaluation, job readiness training and vocational training tryouts in the areas of food service, commercial art, aircraft fabrication, offset printing, custodial maintenance, auto-body repair, small engine repair, welding, diesel mechanics, nursing aides and drafting.

Serving as a special referral section of the Salina AVT, the Special Vocational Program allows for the eventual integration of handicapped students into the regular vocational training program based upon their successful completion of the work evaluation and exploration phases of the special program. Once enrolled in the regular program, students may attend regular, modified or short term courses in the six occupational areas of welding, auto-body, offset printing, aircraft assembly, diesel mechanics and food services.

The special needs program offered by the Camden County (New Jersey) Vocational and Technical School System (Gershon, 1973) is an example of a

program which attempts to offer a variety of options, including integration into a regular vocational education program, to those students participating in its two-phase orientation project.

The first phase of the program consists of a simulated work experience in which students participate together in a contrived working environment. The major thrust of this phase is on work habits and attitudes.

The second phase of the program involves more direct, basic skill training in a given cluster area; individualized training programs for each student are developed, and the primary objective shifts to the development of salable skills for employment in one of those areas.

Once a student has moved successfully through the two phases of the orientation program and has acquired the basic skills necessary in a given area, he is then eligible for placement in any one of the several options referred to previously: (a) OJT within one of three levels of cooperative industrial education programs; (b) integration into a regular vocational education program; (c) graduation followed by community employment; (d) placement in an Area Vocational Technical school program; (e) placement in a sheltered workshop; or finally, (f) placement in a residential vocational training center.

An example of a program which combines both student support and interagency cooperation into a successful attempt at maintaining the special needs student in the mainstream is that offered by the Minneapolis Public Schools (Nesset & Faunce, 1972).

In this cooperative program between the schools and the state Division of Vocational Rehabilitation, Vocational Adjustment Coordinators (VAC) are employed to provide rehabilitation services to students before

they leave school. A part of special education, the VAC serves primarily as a support person for special needs students, and, in addition to working out individual vocational plans, provides through the Division of Vocational Rehabilitation medical, psychological and work evaluations, work adjustment training, academic and skills training, OJT, vocational counseling, job placement and job follow-up.

Each of these programs incorporates to varying degrees one or more of the components identified as necessary for the successful mainstreaming of handicapped students into regular vocational education programs; individualized instruction, adequate student support systems, interagency agreement and cooperation, multiple vocational and instructional options, relevant student and program evaluation systems and other various components necessary for successful mainstreaming are all utilized in accordance with each program's specific needs and characteristics. Each of the programs described, moreover, serves different populations in different geographic areas within a variety of administrative contexts. Consequently, no two programs are exactly alike, and no two programs utilize exactly the same components in exactly the same way.

The result of such diversity in the selection and use of these components among the various programs is the need for an underlying component of success inherent to each and common to all: an adequate, competency based system of personnel preparation at all levels, including the development of healthy attitudes and values concerning the handicapped persons to be mainstreamed.

Some Identified Components

Within this underlying component of personnel preparation, three key areas of teacher training or inservice program development have been

identified by Haughton and Enos (1975), and include the planning and development of materials and systems of instruction appropriate to the learning needs of a highly varied student population, the development of classroom, school, district and regional systems of management compatible with the implementation of these materials and systems of instruction and, in the area of attitudes and values, the development and implementation of techniques for creating an accepting, image-enhancing atmosphere for those students being mainstreamed.

A program designed in response to Vermont's decision to integrate handicapped students into its fifteen area vocational centers (Hull & Halloran, 1974) resulted in the identification and selection of some two hundred essential teaching competencies needed by vocational personnel in the areas of planning, guidance, classroom management and achievement assessment.

The areas addressed by this study, while excluding attitudes and values, do include task analyzing, skills sequencing, writing instructional objectives, individualizing materials and activities, stating measurable educational goals, evaluating on the basis of performance criteria, using reinforcement techniques, establishing token economies, recording behaviors and formulating and maintaining acceptable standards of behavior.

At a "National Workshop on Vocational Education for Special Needs Students" (Phelps, Evans, Abbas & Frison, 1976) fifty-four teacher-educators and state educational personnel attending the conference rated forty-nine competencies on the basis of how critical they perceived those competencies to be to the overall success of a vocational program for special needs students.

The fifteen competencies rated as most critical by the respondents were in the areas of "assessing programs and learner needs" (Phelps et al., 1976, p. 175), including occupational interests and attitudes analysis, conferring with parents and other educators to evaluate student needs and using diagnostic/assessment techniques; "planning instruction" (p. 175), including identifying appropriate assessment instruments, sequencing instruction, coordinating needed academics into the program, developing individual goals and objectives and identifying appropriate instructional techniques; "implementing instruction" (p. 176), including individualizing existing instructional materials, developing new instructional materials, providing instructional reinforcement, providing counseling and providing training and assistance for prospective employers and supervisors of special needs students; and finally, "evaluating program and instruction" (p. 177), including evaluating and improving instructional effectiveness and providing comprehensive, total program evaluation.

While these four areas of personnel competency deal quite extensively with materials and instruction, the omission of competencies dealing with either the four levels of system management or the development of positive attitudes and values should be noted.

In a study by Sheppard (1975), research questionnaires were administered to 108 vocational education personnel in an attempt to identify, among other things, competencies important to vocational education teachers of the disadvantaged and handicapped. Those competencies ranked as most important by the respondents included knowledge of the characteristics of handicapping conditions, identification and use of diagnostic techniques, interest in the handicapped population being worked with, knowledge of

appropriate teaching methods, identification and evaluation of instructional materials, identification of health problems, evaluation of progress, management of discipline problems, ability to relate to people regardless of discriminative characteristic and practical experiences with handicapped persons.

Again, most of the competencies referred to in this study, with the exception of "interest in the population being worked with" and "ability to relate," address themselves exclusively to the key area of materials and instruction. While the exceptions noted fall under the area of attitudes and values, no competencies appear to be directed to any of the four levels of management systems.

A checklist which appears to incorporate representative competencies from each of the three key areas grew out of a teacher-training project designed to prepare early childhood educators to work in integrated, early childhood educational settings (Gorelick, 1974).

The checklist identifies competencies in the areas of classroom management, including equipment and materials maintenance and appropriateness of environment; assessment, including on-going monitoring of student progress; program design and planning, including writing objectives and providing well designed learning opportunities; teacher-student relationships and management, including attending equally to all students in an integrated setting, providing for diversity in the affective, cognitive and psychomotor domains, demonstrating respect for the behavior of a student, maintaining an accepting emotional climate and maintaining a safe environment; staff and co-worker relations, including cooperative interaction with staff, ability to tolerate criticism and ability to implement self-motivated changes; professional work habits, including high motivation, punctuality,

creativity and professional growth; and lastly, parent and community relations, including providing for clear channels of communication and cooperation.

Another set of attitudinally-oriented competencies that come out of an early childhood education setting (Glockner, 1973), and that address themselves particularly to the image enhancement of the handicapped student in a regular educational program, include learning as much as possible about dealing with specific handicaps encountered, learning about individual students through private meetings with parents, knowing the normal range of behavior for any given age group, working to gradually phase the integrated student into the regular classroom, keeping expectations positive but realistic, capitalizing on student's strong points, requiring the integrated student to follow more and more of the rules, knowing one's own level of frustration and dealing honestly with other student's reactions to the handicapped student.

In an effort to design seven competency based inservice modules for personnel serving special needs students in vocational education, Phelps (1976) evaluated thirty-two competencies according to their importance to the planning, implementation and evaluation of instruction, their uniqueness for certain personnel and their frequency of performance by personnel in different educational settings.

Expressly limited to the area of instructional development (Phelps, 1976, p. 201), the competencies identified as a basis for the inservice modules fall under the categories of "Learner Identification and Analysis" (p. 251), including such things as information collection and profile and prescription development; "Cooperative Instructional Arrangements" (p. 251), including the development of team arrangements; "Instructional Resources"

(p. 251), including resource development and advisory committee organization and utilization; "Cluster and Content Analysis" (p. 251), including specification and analysis of career clusters; "Instructional Planning" (p. 252), including sequential instruction and module development; "Instructional Implementation: (p. 252), including materials analysis, use of reinforcement and feedback, planning and coordination of work experience programs and classroom management; and "Evaluation of Learner Progress" (p. 252), including performance profile development and conducting follow-up activities.

In a series of workshops conducted by the Area Manpower Institutes for the Development of Staff (A.M.I.D.S.) from July 1971 to November 1972 (National Curriculum Development Project, 1973), 1,200 vocational education teachers from across the country participated in various training sessions designed to increase their proficiency at special needs program development and materials modification.

The inservice training, conducted over a one-week period, was based exclusively on competencies from the area of instruction and materials, and included recognizing the needs and limitations of handicapped learners, individualizing instruction, determining relevant curricula on the basis of job requirements, creating specific learning objectives, designing learning packages and evaluating and modifying learning materials.

It is apparent, based on the brief but representative review of efforts at special needs competency identification presented here, that the major, if not exclusive, focus of attention has been on those competencies falling solely in the area of materials development and instructional systems.

This limitation can be explained in part by the fact that most studies to date have been concerned primarily with competencies needed within segregated special needs vocational programs, and, as a result, have not felt the need to concern themselves with either the attitudes and values needed, or the management systems necessary to successfully mainstream special needs students into regular vocational education programs.

Additionally, competency identification in the area of materials and instruction is much less problematic than it is in either of the other two key areas of concern: Competencies within the area of materials development and instructional systems lend themselves much more favorably to conversion into behaviorally observable, measurable teacher-training curriculum/inservice statements than do competencies within the area of attitudes and values, and whereas materials development and instructional systems competencies need not pass beyond the scope of the individual classroom manager, competencies within the area of systems management must address themselves to a much broader range of personnel involving the classroom, school, district and regional levels of management--including all teaching and administrative personnel associated with each.

CHAPTER III

TRAINING PACKET

Many teachers in occupational/vocational education have never encountered students with special needs, i.e.; special education students who are physically or mentally handicapped. Consequently, these teachers are unable to effectively deal with Special Education students' needs when they are encountered in the school. Conversely, special education teachers are not aware of the potential gains to be made in the education of the handicapped by combining special education programs with occupational/ vocational education programs.

This training packet is designed to help teachers develop affective and cognitive understanding of the mainstreaming concept and its implications for training people who have special needs to obtain and keep rewarding and satisfying jobs. Objectives in the packet are aimed at the trainers of classroom teachers who are involved in the overall process of making mainstreaming a reality. Teacher trainers, with the help of the activities and materials suggested in the packet, will be able to design a workshop, seminar or forum-type activity in which pre-service or in-service teachers can get an idea of how mainstreaming can be implemented.

The packet is not intended as a panacea to alleviate all attitude problems and misconceptions which have been built over the years. It is intended to give teacher trainers ideas about where to look for assistance in developing programs which combine the efforts of special educators, vocational educators, guidance personnel, administrators, potential employers, parents and other interested people who have grasped the potential of

special-vocational curricula and have taken action to see that the potential is not wasted.

Materials in the packet are taken from a myriad of sources and combined with activities which may be used by small groups or individuals. In some cases, the activities are paired with specific material selections. In other cases, the activities are shown with a general material guide in which specific selections are left to the discretion of the individual instructor. All materials are easily incorporated into the activities with some preparation on the part of the instructor. He/she may add or delete depending upon the length and/or scope of the training activity.

Instructions for Use

The packet is not designed with specific structured activities in mind. The activities listed are suggestions which we feel may help to fulfill the behavioral/educational objectives. Activities may be modified for use by regular pre-service classes, small in-service classes, or even individuals who have the need or desire to participate in the learning process.

It is suggested that the packet be briefly reviewed first in order to plan specific training sessions for previously identified problem areas. Then the packet can be examined more closely so that tangential and overlapping learning activities can be combined and synthesized. Finally, using suggested resources and activities, a customized presentation can be designed.

Following the activities in the workshop/training function, participants should be asked for their reaction to the content. The instructor might be able to get valuable "first reaction" information through immediate verbal interaction.

EXPECTED TERMINAL COMPETENCY LEVEL

COMPETENCY LEVEL

Awareness Level

Analysis Level

Value Level

Implementation Level

COMPETENCY AREAS	TEACHER	ADMINISTRATION	GUIDANCE	PARENTS	EMPLOYER
1. Individual Differences/ Maturity Levels	4	1	4	3	1
2. Learning and Employment Potential	4	1	4	3	4
3. Cooperative Team Role	4	4	4	4	3
4. Occupational Awareness/ Expectations	4	1	4	3	4

Members of the five groups are expected to understand the concepts within the Competency Areas and perform from Level 1 to Level 4 as shown by this chart.

GLOSSARY USED IN TRAINING PACKET

Handicapped learner--any learner who deviates from the normal to the degree or extent that he requires special services, facilities, curricula, instructional materials, or educational procedures, and special teaching competencies (Haring, 38).

Sensory handicapped--hearing and vision impairments (Haring, 38).

Mental deviation--gifted as well as retarded individuals (Haring, 38).

Communication disorder--language and speech disorders as well as learning disorders (Haring, 38).

Behavior disorders--not pertaining to an etiological function. Deviant behavior does not necessarily have a physical cause (Haring, 259).

Health impairment--neurological, orthopedic and various mental conditions, birth defects, developmental disabilities (Haring, 39).

Educable Mentally Retarded--according to the American Association of Mental Deficiency: (1) student is significantly behind others at his grade level in reading, writing, arithmetic, and other school subjects; (2) student's performance on appropriate intelligence test yields an I.Q. score between 50 and 80; (3) student can be expected to achieve academic skills in a range between third and seventh grades by the time high school years are completed; and (4) student will be able to hold a job, manage his affairs at least at a marginal level during the adult years (Haring, 297).

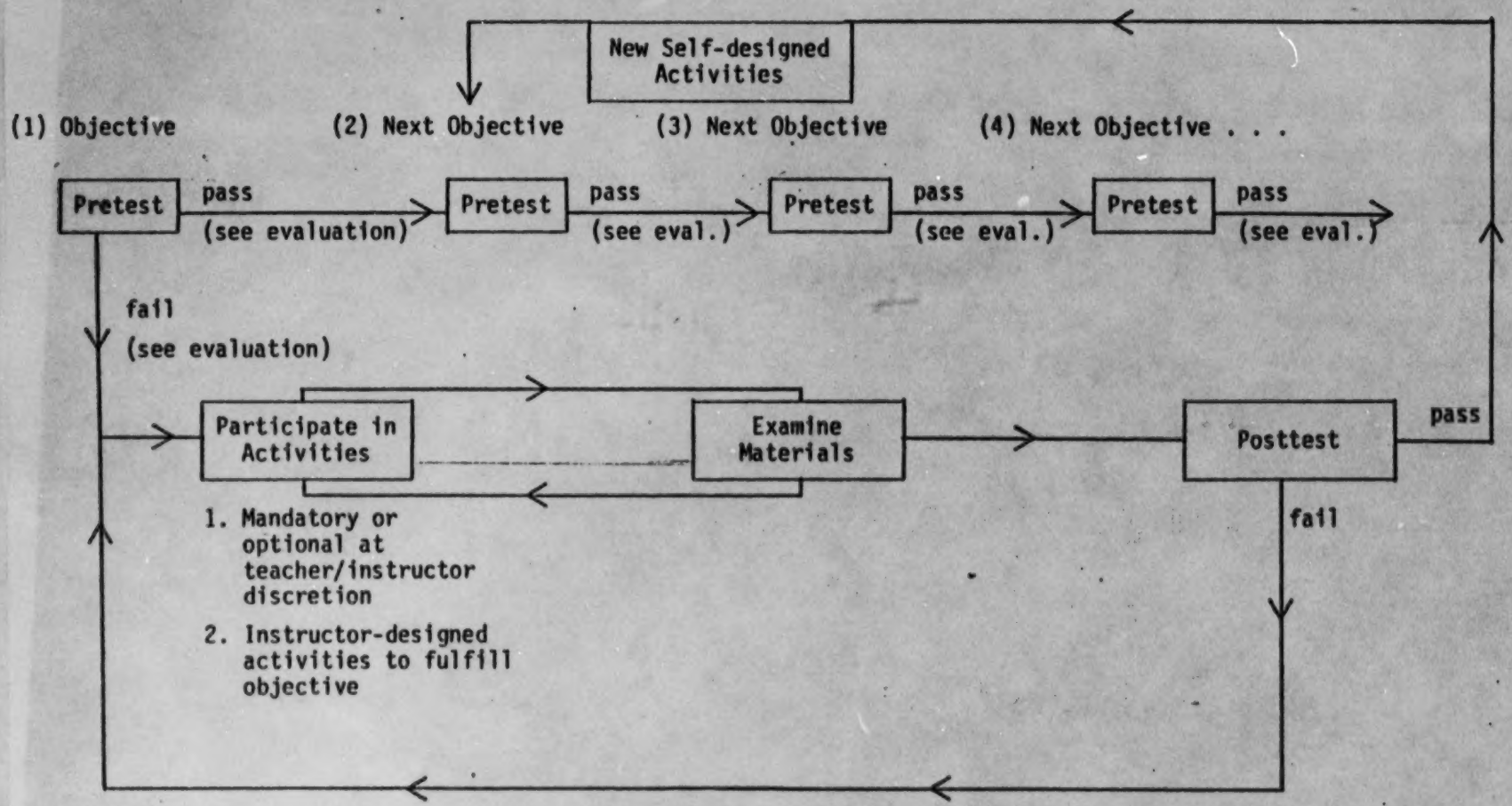
Trainable Mentally Retarded--according to the American Association on Mental Deficiency: (1) Have an I.Q. of 25 to 50; (2) are not capable of profiting from a program for the educable mentally retarded; (3) will develop at a rate of one-fourth to one-half that of the normal child; (4) will be semi-dependent throughout their lives; (5) will be limited to simple rote learning and training; (6) have the potential for learning self-care and adjusting socially to the family and neighborhood; (7) have deficiencies in communication skills; (8) may have physical and/or motor impairments; and (9) may possess sensory defects (Haring, 419).

Gifted--from Terman's Genetic Studies of Genius quoted in Haring: "the gifted are not only intellectually superior but also physically, socially, and morally advanced. Gifted individuals possess a wide range of interests and skills. Although it is common to find that gifted children came from homes of average to high socioeconomic levels and from well-educated parents, attempts are being made to identify gifted individuals from minority groups and from disadvantaged populations." (Haring, 209).

Severely emotionally disturbed--educationally, severely disturbed children are those whose behavior is consistently so debilitating, self-destructive, or disturbing to others that they cannot be educated with their normal peers (Haring, 380).

Academically disadvantaged learner--has minor handicapping condition that does not meet the traditional classification of educably mentally handicapped or trainably mentally handicapped. Possibly minor perceptual or motor difficulties hinder ability to perform up to expectations of the occupational education program. Also, possible early education inadequate (Nystrom, Bayne, McClellan, 43).

OPERATIONAL FLOWCHART



This flowchart is designed to help the instructor or workshop coordinator determine those individuals who should take part in each activity. In the case of an individual outside of the workshop setting, individual self-evaluation is acceptable.

1. Individual Differences and Needs

1.1 Awareness

Objective	Activities	Evaluation	Materials
AFFECTIVE			
The learner will recognize that people are inherently different in many ways, but that they are also similar in many ways.	a. Discussion (individual) b. Group discussion c. Field trips d. Camp out e. Visit to school	On-going observation by teacher, administrator, guidance counselor, parent, prospective employer.	Public Policy and the Education of Exceptional Children. Weintraub, Abeson, Ballaid, LaVan. Published by: CEC, 1920 Association Drive, Reston, VA 22091 Career Exploration and Preparation for the Special Needs Learner. Part I, Chapter 3, pp. 47-67. L. Allen Phelps and Ronald J. Lutz, copyright 1977 by Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, MA 12210
COGNITIVE			
1. The learner will recite/write at least 10 ways in which he/she is different from others.	a. Ask others to point out physical differences/likenesses b. View film Just Like Me c. View film Night in Fog	a. Teacher checklist/ability to find differences b. Teacher evaluation c. Reaction Paper--outline problems, negative image of different people	Film, Just Like Me, 1970. Indiana University Audio/Visual Department Film, Night in Fog, 1955. McGraw-Hill, 1221 Avenue of the Americas, New York, NY 10020
2. Describe at least 10 similarities between himself/herself and others. The learner will relate discussion to students with special needs.	a. Design "Coat of Arms" b. Checklist of similar human characteristics c. Keep scrapbook	Teacher-student interaction Student-teacher, peer interaction Student-guidance interaction Student-parent interaction	Understanding Yourself. Family Development Series, Steck, Vaugh, 1975.
3. The learner will compare each individual with peers to see strengths and/or weaknesses. The learner will relate comparison to students with special needs.	a. Construct checklist with strengths listed b. Construct checklist with weaknesses listed c. Administer aptitude tests d. Discuss strengths/weaknesses as related to individual abilities to perform jobs	a. Teacher constructed lists b. Teacher constructed lists c. Standardized tests	North Carolina Curriculum Components for Special Needs Students in Voc Ed.--Div. of Voc. Ed., NC Dept of Public Education Raleigh, NC, 1977. Unit III, Personal-Social Skills Unit IV, Prep. for Employment

1. Individual Differences and Needs

1.1 Awareness (continued)

Objective	Activities	Evaluation	Materials
4. The learner will write a paper indicating perceived differences in and among students with special needs.	a. Read Normalization b. Discuss: Normalization c. Read Guide for Parents of M.R. Students d. Read Flowers for Algernon	Ability of learner to specify several types of special needs (affective-subjective).	A Theory of the Functional Self by Kenne Turner, Career Development for Children Project, Dept. of Occupational Education, Southern Illinois University at Carbondale. Normalization: Wolf Wolfensberger National Institute of the Mentally Retarded, 1972.
5. The learner will write a paper outlining perceived similarities between students with special needs and "normal" students.			
6. The learner will appraise physical characteristics of the individual and compare with physical requirements of selected occupations.	a. Read Wolf Wolfensberger's PASS Manuals b. Relate PASS manuals to actual school setting c. Measure physical characteristics of each student	Ability of students to group physical attributes with occupations (affective-subjective).	Career Education: How to do It. Creative Approaches by Local Practitioners, October 1974, Compiled by Office of Career Education--U.S. Office of Education. Wolfensberger, Wolf. PASS Manuals. (Program Analysis of Service Systems) A Guide for Parents of Mentally Retarded Students. Perske, Robert; Abingdon Press, 1973. Career Exploration . . . by Phelps & Lutz, 1977, Allyn & Bacon, Part I, Chapter 1. p. 21.
7. The learner will be able to differentiate between terms used in special education and special vocational needs.	a. Read Chapter Six of Text, "The Gifted," pp. 187-215 b. Discuss the applications of teaching occupational and career education to students with high IQ and ability c. Read Chapters 7, 8, and 9, Moderately Handicapped, i.e., Learning Disabilities; Social and Emotional Behavior Disorders; and Educable Mentally Retarded	Quizzes, tests, checklist used to evaluate learner's ability to use terms adequately.	Behavior of Exceptional Children: An Introduction to Special Education. ed., Norris G. Haring. Charles E. Merrill Publishing Co., Division of Bell & Howell, Columbus, OH

Objective	Activities	Evaluation	Materials
	d. Discussion--Should Vocational Education be geared toward "Moderately Handicapped" individuals? e. Read Chapters 10, 11, Severely Handicapped, i.e., Severely Emotionally Disturbed; Trainable Mentally Retarded, pp. 375-443 f. Discussion--Can Severely Handicapped be Given a Vocation? g. Read Chapter 12--Language Development and Communication Disorders, pp. 442-449. h. Discussion i. Read Chapters 13, 14, Severely Handicapped, i.e., Hearing Impaired; Visually Impaired j. Discussion		
8. The learner will be able to discuss and analyze the concepts of: a. Education for all b. Labels & categories c. Resource systems in education d. New emphasis on severely handicapped e. Patterns of government support	a. Read Chapter 15, Trends and Issues in Special Education, pp. 567-584 b. Discuss the concept of education for all as it occurs in P.L. 94-142 c. Discuss how labels and categories stigmatize the vocational and special education learner d. Discuss possible resource systems within special education and vocational education	a. Teacher evaluation (subjective) b. Peer reaction (subjective)	Pamphlet--A Free Appropriate Education for all Handicapped Children--Developed by The Council for Exceptional Children for The Bureau of Education for the Handicapped, USOE.
9. The learner will be able to analyze individual differences and discuss the relationship between education, its application to each vocation and the eventual social status to be gained.	a. Checklist on teacher attitudes toward different educational disciplines, i.e., (English teacher's view of Industrial Arts teacher and IA teacher's role) b. Learner evaluates own attitudes toward different vocations to arrive at a social status for each vocation c. Discussion of various social attitudes toward vocations d. Break into groups to decide how best to prepare special learners for different vocations	Subjective	You Are Heredity and Environment, Accent/Personality, Follett Publishing Co., 1966. "World of Work Series" from the Kentucky Bureau of Vocational Education, Department of Education, Frankfort, KY 40601
10. The learner will be able to explain to a group of parents how their children are similar.	a. Practice exercies in front of peer class b. Utilization of checklist with human emotions; needs; i.e., (1) Fear, anger, anxiety, frustration, hunger, etc. (2) Love, shelter, water, food	a. Group reaction b. Written report done by learner	Biological--Anatomical Text--

1. Individual Differences and Needs

1.1 Awareness (continued)

Objectives	Activities	Evaluation	Materials
11. The learner will be able to explain how a vocational program can meet the demands of children/student with special needs.	a. Visit various sheltered workshops (example: Louisville Custom Manufacturers, i.e., formerly Sheltered Workshop, Main Street Workshop) b. Visit vocational educational schools (example: Westport Road)	Report on findings at different schools or shops.	Brochure from shops and schools (any/all employment literature).
12. The learner will explain why a physically handicapped person must be rehabilitated or else given guidance into alternate vocations.	a. Discussion of various handicapping conditions, i.e., Club foot, cerebral palsy, etc. b. Checklist on the limitations that are put on the individual by such conditions	Subjective	Project Retool Workshop. University of Louisville, July 29-30, 1977. Dr. Eugene Edgar, University of Washington--Guides available upon request.
13. The learner will explain why vocational education need not be a social stigma.		Subjective	
14. The learner will explain the difference between academic skills and performance skills.	a. Checklist on those skills classified as "academic" b. Checklist on those skills classified as "performance," i.e., reading The Catcher in the Rye as opposed to operating a lathe c. What does a special vocational needs package do? Paper, oral examination d. Compare "academic" skills and their relation to "performance" skills, i.e., Paper written to fulfill English assignment vs. a written set of directions to tune a 1967 Corvette e. Conduct a job analysis to determine knowledge/skills required for selected occupations	a. Peer interaction and criticism b. Number of items on checklist c. Clarity and readability for laymen (item c--activities)	Individualized study guide designed for use in cooperative vocational education program
15. The learner will describe how academic skills can be used to improve and enhance performance skills.	a. Read an instructional manual (example: Audi Service Repair Handbook, Fox--1973 through 1977) b. Discuss how inability to read might hinder the student	Possible actual repair of any automobile	Audi Service Repair Handbook, 1973 through 1977. Any available service repair manuals.

1. Individual Differences and Needs		1.1 Awareness (continued)	
Objective	**Activities**	**Evaluation**	**Materials**
16. The learner will explain why highly rated academic students may not be any more occupationally qualified than students who are not academically oriented.		Subjective	Data obtained from high school after student's graduation (optional).
		1.2 .Analysis	
1. The learner will describe the characteristics of an individual who is mature enough to hold a job.	a. The learner will formulate a definition of maturity in cooperation with a peer group b. List and discuss rights of each individual as a human being c. Role playing activity in which one individual is "mature" while another individual is "immature" d. Role playing activity in which one learner is boss; another learner, the employee e. Interview employers	a. Peer reaction b. Teacher/instructor observation c. Individual evaluation	N.C. Curriculum Components for Special Needs Students in Voc. Ed. from NC Department of Public Education, Raleigh, NC. Unit II, Relating to Other People Section a. You, Frank E. Richards Publishing, 1972 b. Working with Others. Family Development Series, Streck Vaugn Co.
2. The learner will compare/ contrast handicapping conditions described earlier.	a. Paper defining and comparing TMH, EMH, ED, LD, CP, etc.	Concise definitions--comparisons	Audio/Visual a. The World of Work Series, tape cassette program, Ed. Design, Inc. b. Image--Ability c. Ethics--Ability d. Personality--Ability Personal Development Transparency Series, Southwestern Publ. Co.
3. The learner will write a philosophy of education which provides for individual differences and maturity levels.	a. Discuss differences and ideas from Section 1.1 b. Write paper 1-2 pages (Rambling type--reflecting goals for integrating exceptional learner)	a. Teacher/instructor evaluation b. Peer critique	See 1.1

1. Individual Differences and Needs		1.3 Value	
Objectives	**Activities**	**Evaluation**	**Materials**
1. The learner will assist individuals in developing criteria for valuing strengths and weaknesses.	a. Define by current AAMD standards different types of handicapping/ disability conditions on a check-list b. Outline at least 10 occupations which an orthopedically handicapped person could perform (1) 3 jobs for non-ambulatory (2) 3 jobs for a person without use of arms (3) 2 jobs for paraplegic (4) 2 jobs for quadriplegic c. Outline at least 10 jobs for visually impaired d. Outline at least 10 jobs for hearing impaired e. Outline 10 jobs for EMR f. Outline 10 jobs for TMR	a. Ability of learners (as rated by the instructor) to define the problem causing condition. b. Ability of the learner to adequately explain the reasons why different handicapping conditions would preclude the student's employment.	U.S.O.E. Job Cluster Information. Career Exploration . . . by Phelps and Lutz. Allyn & Bacon. Part I, Chapter 1; Part II, Chapter 6, Identification of Special Needs Learners.
		1.4 Implementation	
1. The learner will define operationally all previously discussed conditions.	a. Read Chapter 4--Instructional Methods in Occupational Education	a. Teacher checks text b. Teacher/learner discuss mentioned conditions	Instructional Methods in Occupational Education. Nystrom, Bayne, McClellan. Bobbs-Merrill Educational Publishing, Indianapolis, IN
2. The learner will discuss the relationship between a cultural/socioeconomic disadvantage and the resultant social stigma attached to it.	a. Discuss subtopics of chapter	Teacher/learner critique (Peer reaction)	Behavior of Exceptional Children: An Introduction to Special Education. ed., Norris G. Haring. Charles E. Merrill Publishing Co. Columbus, OH 43216
3. The learner will discuss the relationship between the academically disadvantaged and possible educational, vocational and social stigma associated with	a. Read Haring's Behavior of Exceptional Children	Teacher/learner critique (peer reaction)	Mental Retardation: A Life Cycle Approach. Chin Drew, Logan. C.V. Mosby Co., St. Louis, 1975.

1. Individual Differences and Needs

1.4 Implementation (continued)

Objectives	Activities	Evaluation	Materials
4. The learner will explain why physical disabilities do not necessarily mean handicapping conditions.	a. Read Chapter 3, MR: Life Cycle, Theories of Intelligence, p. 35.	a. Teacher constructed test item. Essay. b. Short paper.	
5. The learner will explain why intelligence tests cannot accurately predict vocational success.	a. Read Chapter 3, MD: Life Cycle.		
6. The learner will explain how intelligence tests can be used to help determine which direction educational programs for each individual should go.			

2. Learning and Employment Potential — Awareness

Objectives	Activities	Evaluation	Materials
1. The learner will identify the basic academic skills necessary for gainful employment.	a. Individual discussion. Discussion with individual about the achievements in school. (1) What is the highest score in interest inventory? (2) Where are the highest achievement scores?	a. "Me" Inventory	"Me" Inventory, University of Louisville.
	b. Group discussion. Discussion with group concerning academic needs. (1) Where are the most desirable jobs? (2) What kind of academic achievements are needed? (3) Who gets the best jobs?	b. Achievement scores.	Cognitive Style Mapping Inventory, Oakland Community College, Bloomfield Hills, MI 48013
	c. What academic scores are most important for the occupation?	c. How do the students rate themselves?	Public Policy and the Education of Exceptional Children, Weintraub, Abeson, Ballard, LaVor
	d. Conduct a job analysis.	d. What is the teacher rating compared to the student rating?	
		e. What needs to be the minimum requirement for the occupation?	
		f. How do the students value each occupation? Is it high or low on the scale of respectability?	
2. The learner will identify the basic academic skills necessary for gainful employment.	a. Ask students what academic skills are needed to be: a doctor a lawyer a bricklayer a plumber an electrician a carpenter an auto mechanic a diesel mechanic a gardener a truck driver a taxi driver a tour guide a forest ranger a hunting scout a hog farmer	a. Teacher-student discussion about various activities associated with different occupations. b. Student applications (simulated or real) for jobs using only academic credentials. c. Ability of students to identify shortcomings/strong points related to each occupation. d. Student ability to demonstrate apptitude for each occupation.	Instructional Methods in Occupational Education. Nystrom, Bayne, McClellan, Chapter 2, pp. 18-29, Orientation and Exploration Level Training; Chapter 7, Performance Based Instruction, pp. 95-113.

Objectives	Activities	Evaluation	Materials
	a bartender a paper delivery man a restaurant owner a florist a phone repairman a computer operator a computer repairman an optician a cartographer a heavy equipment operator a deep sea diver a sea captain a zoo keeper a veterinarian helper a dishwasher a busboy a bellboy a coal miner an iron worker a highiron worker		From the Division of Vocational Education North Carolina Dept. of Public Education, Raleigh, NC 1977 1. Succeeding in the World of Work 2. Activities for Succeeding in the World of Work 3. "Why Work at All" 4. "Work/Worker/Working" 5. Occupational Essentials: Skills and Attitudes for Employment 6. "On the Job, for Four Trainees" 7. "Job Survival Skills Kit" 8. Getting a Job 1 and 2 published by McKnight Publishing Co., 1975. 3 and 4 published by AUDIO/VISUAL Guidance Associates 5 by H. C. Johnson Press, Inc., 1971 6 by AUDIO/VISUAL Guidance Assoc.
3. The learner will identify the basic social skills necessary for gainful employment.	a. Discussion between student and teacher about social aptitude to perform the job. b. Resource visit to different job sites in order to ascertain social aptitude for job, i.e., (1) medicine (2) law (3) masonry (4) plumbing (5) electricity (6) carpenter (7) auto mechanic (8) diesel mechanic (9) gardner	a. Can the student explain his social responsibility to the consumer? b. Will the student answer these questions with an answer which is socially acceptable to three separate evaluations? (1) Can the student justify his diagnosis? (2) Why are lawyers necessary? (3) Are bricklayers paid too much? (4) Do plumbers serve a valued function? (5) Can the consumer wire his own house? (6) Can a carpenter do a better job than I can? (7) Do mechanics cheat the public? (8) Does a good mechanic need training to work on diesel engines? (9) Can I do a good job on my plants? Do I have enough time?	Instructional Methods in Occupational Education. Nystrom, Bayne McClellan. Chapter 14, pp. 203-213. Guest presenters and field trips. Understanding Yourself. Family Development Series, Stech Vaugn, 1975. Becoming a More Effective Person. Family Development Series, Stech Vaugn, 1975. You are Heredity and Environment. Accent/Personality, Follett Publishing Company, 1966. You and They. Accent/Personality. Follett Publishing Company. Me & Jobs. Educational Design, Inc. 1975.

2. Learning and Employment Potential — Awareness (continued)

Objectives	Activities	Evaluation	Materials
	(10) truck driver	(10) Why do men like to drive trucks? Is it a hard job?	Audio Visual:
	(11) taxi driver	(11) Are taxi drivers any different from truck drivers? How?	1. Career Values: What Really Matters to You, Guidance Associates.
	(12) tour guide	(12) Would you go to the Colorado rapids without a guide?	
	(13) forest ranger	(13) Would you go to a national park that had bears before you talked to a forest ranger? Would you go to the park during the "dry" season?	2. "Your Personality: The You Others Know." Guidance Assoc. 3. "Introduction to Values Clarification," J.C. Penney Company.
	(14) hunting scout	(14) Would you hunt carribou without a scout?	
	(15) hog farmer	(15) Would you eat pork if you knew the owner fed his livestock a dangerous chemical?	4. "Awareness: Insight into People," J.C. Penney Co.
	(16) bartender	(16) Would you drink if you knew that many bartenders are alcoholic?	
	(17) paper delivery	(17) Would you buy the paper if you knew that many paper carriers are dishonest?	Career Education, How to do it. Creative Approaches by Local Practitioners. Compiled by Office of Career Education, USOE, October, 1974.
	(18) restaurant owner	(18) Would you eat at a restaurant that did not pass the last state cleanliness inspection?	
	(19) florist	(19) Would you buy flowers from a florist who knew nothing about flowers?	
	(20) phone repairman	(20) Would you complain if the phone was cut off your phone when the phone company installed another in your apartment?	
	(21) computer operator	(21) Would you complain if someone punched the wrong keys and caused you to lose money?	
	(22) optician	(22) Are you worried about the wrong lens for your glasses?	
	(23) cartographer	(23) What if you had an empty tank of gasoline and the map said you only had 2 miles to go when it was really 45?	
	(24) heavy equipment operator	(24) What would you do if the bulldozer hit your gasoline?	

2. Learning and Employment Potential — Awareness (continued)

Objectives	Activities	Evaluation	Materials
4. The learner will identify the physical skills needed for gainful employment.	Visit the local job sites Describe the physical skills needed to perform the job.	Students will name at least two prerequisite skills needed to perform each job.	John, LeVeron, Auto Mechanics. Follett Vocational Reading Series, Follett Publishing Co., 1965. Dictionary of Occupational Titles, U.S. Department of Labor.
5. The learner will identify vocational skills needed for gainful employment.	a. Exploration of jobs which involve active or sedentary roles. b. Conduct a job analysis	a. Does the student need physical action? b. Does the student need mental challenge? c. Is the student ambulatory?	Dictionary of Occupational Titles, U.S. Department of Labor.
6. The learner will define the role of work in society.	a. Write a paper defining work. b. Describe society in a paper. c. Describe occupation. d. Write a paper describing lower class and upper class occupations. e. Describe the difference between white collar workers and blue collar workers. f. Outline the reasons for working and/or not working. g. Write a paper explaining why all work is good.	Affective teacher evaluation: a. Does work serve a societal function? Is work physical or mental? Does work come naturally to man? b. Does society preserve war? Does society destroy war? Does society help war? c. Is occupation an idea or a fact? Does occupation bring creativity or does it suppress creativity? d. What is a lower class occupation? Why? What is an upper class occupation? Why? e. Does a white collar worker always wear a white collar? Why? Does a blue collar worker always wear a blue collar? Why? How well does the learner state the point? f. Does the learner have good reasons for working? For not working?	A Conceptual Model of the World of Work. William H. Van Rooy, Larry J. Bailey Project Director. from Career Development for Children Project, Dept. of Occupational Education, SIU at Carbondale. A Conceptual Model of the World of Work, Final Report. The Role of Work in Our Society, from the orientation to the World of Work series prepared by the Curriculum Development Center for Kentucky, 151 Taylor Education Bldg, University of Kentucky, Lexington, KY 40506.

2. Learning and Employment Potential — Awareness (continued)

Objectives	Activities	Evaluation	Materials
7. The learner will recognize the importance of student self appraisal in relation to current and future vocational goals.	a. Describe individual strong points verbally to the teacher. b. Describe weak points verbally to the teacher. c. Evaluate present aspirations in relation to future aspirations, (verbally). d. Explain the difference between immediate gratification and delayed gratification in a paper. e. Write a paper which explains how menial jobs now could produce good jobs later.	a. Are the analyses accurate to others? To the teacher? b. Are the analyses accurate to others? To the teacher? c. Do the ideas make sense? d. Does the student know that immediate gratification means the sacrifice of the delayed gratification and vice versa? e. Does the student give any examples?	
8. The student will be able to describe verbally or in written form the career development process.	a. Discuss career development process matrix. b. Discuss the self-concept development as it relates to the World of Work. c. Write a paper outlining what happens in the awareness level when people start to foster attitudes about work. d. Paper on outlining orientation level. e. Paper on exploration level. f. Paper on preparation level. g. Study Knowles' Dimensions of Maturity. h. Study Maslow's Hierarchy of Human Needs. i. Study the Four Modes of Occupational Expectations.	a. Ability to draw matrix and label each level. b. Differentiate between self-concept and world of work. c. Ability to show how students become aware of jobs. Teacher evaluations. g. Ability to explain the grouping and dimensions of motivation.	Text "Money Makes Sense" Orientation to World of Work The Modern Practice of Adult Education Dimensions of Maturity. Knowles, Malcolm Associated Press, 1971. Motivation and Personality. Maslow, A. H. New York, Harper and Row, 1954. Hofstrand, Richard K. "Our Expectations and Work," Update, Vol. 2, #8, April 1975 Career Exploration . . . by Phelps and Lutz.
9. The student will identify at least 10 sources for obtaining occupational information.	a. Group and/or class workshop in which various local companies are invited to attend. b. Explore PBTE package. c. Group and individual discussion of assorted PBTE. d. Group and individual discussion of Dictionary of Occupational Titles. e. Brainstorming.	a. Ability to locate occupational information on assigned topics.	PBTE Performance Based Curricula Program The Center for Vocational Education The Ohio State University, Columbus Ohio. August 1975. Dictionary of Occupational Titles. U.S. Department of Labor, U.S. Government Printing Office.

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2. Learning and Employment Potential		Awareness (continued)	
Objectives	**Activities**	**Evaluation**	**Materials**
10. The student will be able to describe the career ladder concept.	a. Student/learner discussion of a horizontal and vertical occupation change. b. Brainstorming activity to establish possible ladder movement within a particular job cluster. c. Paper outlining steps which may be followed in upward mobility or lateral mobility.	Learner ability to explain how career ladder concept works.	Career Exploration and Preparation for the Special Needs Learner. Phelps and Lutz, Allyn and Bacon.
11. The learner will describe at least 2 ways to categorize occupations.	a. Group brainstorming activity in which members try to categorize jobs, i.e.; physical labor, office, clerical, etc. b. Discussion which leads to realization that there are now actually 2 types of occupations: those which require baccalaureate level preparation and those which need vocaticnal preparation.	Teacher evaluation of ability to relate certain types of jobs to their respective category. Ability of teachers to recognize the need for vocational teachers of people with special needs and should recognize these types of occupations.	USOE job cluster list.
12. The learner will give examples of the 15 cluster types of occupations.	Individual exploration of the clusters in order to learn the types of occupations available.	Quiz by instructor.	
		Analysis	
1. The teacher will relate observed academic, social, physical, and vocational performance in order to assess the students ability to perform various occupations.	a. Group discussion in which academic deficiencies are analyzed to establish reasons why certain students are unable to hold certain occupations. b. Some activity for social, physical and vocational sections. c. Individual research and comment on various levels of performance needed to be maintained by each student in order to be employable in his chosen occupation.	a. Ability of learner to verbalize and explain his ideas. b. Teacher and individual feedback. c. Peer evaluation.	Behavior of Exceptional Children. Haring. Career Exploration and Preparation for the Special Needs Learner. Phelps and Lutz.

2. Learning and Employment Potential — Analysis (continued)

Objectives	Activities	Evaluation	Materials
2. The learner will administer and interpret various standardized cognitive and psychomotor competency instruments.	a. Students will role play, take cognitive and psychomotor instruments and evaluate each other. b. Read the Professional Vocational Teacher Education Modules D3, D4, and D5.	a. Ability of learner to understand the uses of these instruments; what they can tell and what they cannot tell. b. Ability of learner to perform adequately on the evaluation checklist in the module handbooks.	Performance Based Curricula Program The Center for Vocational Education The Ohio State University, Columbus Ohio. Modules D3, D4, and D5. From North Carolina Department of Public Instruction, Vocational Education: Differential Aptitudes Test, Psychological Corporation. MacQuire Test for Mechanical Ability, California Test Bureau. Wide Range Achievement Test, Psychological Corporation. Cognitive Style Mapping Inventory Oaklawn Community College
3. The learner will understand how these instruments can be used to design an individual curriculum package.	Look up and explore ways to use as many standardized tests as possible. Write short explanations of tests.	Teacher evaluation; group feedback for each individual.	
4. The learner will be able to administer and interpret all assigned interest inventories.	Same activities as #2 and #3, above.	Ability of students to explain how various interest inventories and/or checklists can be used to project students' capabilities--Teacher evaluation.	From North Carolina Department of Public Education, Division of Vocational Education: Kuder Form E1, General Interest Survey, (6-12), Science Research Associates. Kuder Form A1 Personnel Preference Survey. Hall Occupational Orientation Inventory. Scholastic Testing Service, Inc. Ohio Vocational Interest Survey. Harcourt, Brace, Jovanovich. Work Values Inventory, Houghton-Mifflin. PBTE Modules A1, A2, A3 and A7. JEUS SINGER COATS TAP
5. The learner will administer and interpret vocational assessment in job evaluation.			
6. The learner will be able to identify student interest.			
7. The learner will be able to design an individual curriculum from the interest inventories which are used, i.e.; design a learning activity package.			

2. Learning and Employment Potential		Analysis (continued)	
Objectives	**Activities**	**Evaluation**	**Materials**
8. The learner will use various "homemade" and standardized work samples to construct his own curriculum package.			
9. The learner will use previous school performance records to predict future performance by the student. (Optional)	a. Individual and group discussion of sample subjects and comparison with present and past performance. b. Same as above, using present and past medical records to help predict the feasibility of different individuals in different jobs.	a. Affective b. Check previous attempts at prediction.	Teacher constructed comparison
10. The learner will predict future performance from past medical history.			
11. The teacher will assist students with appraising their academic, social, physical and vocational skills. ACADEMIC	a. Teacher will read and discuss PBTE Modules D1 through D6 with other professionals. b. Teacher will discuss the Cognitive Style Mapping Inventories with other professionals. c. Teacher will relate Cognitive Style Mapping Inventories to academic abilities of students. d. Teacher will explain how he could explain the Inventory to students in layman's terms so that students can better understand how they learn.	a. Ability to perform activities within module by reading entries mentioned in checklists within modules. b. Teacher/instructor interaction; instructor evaluation c. Instructor evaluation. d. Short paper paraphrasing and explaining.	PBTE, Ohio State University Cognitive Style Mapping Inventory, Oakland Community College, 1972
12. Teacher will assist students with appraising their social skills. SOCIAL	a. Teacher will read Unit III Personal-Social Skills in Curriculum Components for Special Needs Students in Voc. Ed., N. Carolina Dept. of Public Education. b. Teacher/instructor discuss such things as responsibilities of human beings and how students could use similar discussions. c. Discuss responsibility we have as citizens to relate to student needs.	a. Role playing among professionals--skitwork showing good/poor manners b. Relate possible problems from skitwork to student problems. c. Instructor's evaluation.	Personal Development for Girls, University of Texas at Austin, 1966 Personal Development for Young Men University of Texas at Austin, 1966 Manners, Prevo, Helen. Frank E. Richards, Publishing, 1973.

2. Learning and Employment Potential — Analysis (continued)

Objectives	Activities	Evaluation	Materials
	d. Role play violations of human/civil rights--relate to students. e. Debate--"I have the right to do anything as long as I only hurt myself."	d. Peer/instructor interactions and feedbacks.	How I Should Act at Work. Hopewell Books, Inc., 1975. What It Takes--Developing Skills for Contemporary Living, Fearon Publishing Co., 1975. A/V "Yes, Politeness is for you," McGraw-Hill Films, filmstrip "Popularity Comes to You," McGraw-Hill "By Jupiter," NC State Board of Health Film Library.
13. Teacher will assist students with appraising their physical skills. PHYSICAL	a. Teacher/instructor read Unit I, Vocational Planning & Decision Making; Unit IV, Preparation for Employment; Unit V, Employment Related Information. NC Dept. of Public Education. b. Discussion of physical characteristics and comparison with physical requirements of selected occupations. c. Discuss how instructor can make physical handicaps less obvious and/or repulsive to student peers and/or employees. d. Simulation of handicap by individuals. e. Reaction paper by individuals outlining feelings they had in public.	a. Teacher/instructor/peer interaction. b. Paper describing how various jobs are made impossible due to problems caused by physical handicaps. c. Forum	Me & Jobs. Educational Designs, Inc 1973. Assessment Instrument from Manual in Unit I, Unit IV.
14. Teacher will assist students with appraising their vocational skills.	a. Teacher/instructor review of entire package of Curriculum Components for Special Needs Students in Voc. Ed. b. Relate various activities mentioned in package to the students vocational needs assessment. c. Read PBTE Modules, E3, E8, E9, H1, and H2 through H6. d. Group activity in which people point out their skills and compare the skills (intra-individual comparison).	a. Forum b. Peer interaction.	Division of Vocational Education, N. Carolina Department of Public Education, Raleigh, NC. PBTE, Ohio State University Preparation for the Future, U of L Work Experience for the Exceptional Student. TAP (Talent Assessment Package), University of Wisconsin South at Menomene, WI

2. Learning and Employment Potential — Analysis (continued)

Objectives	Activities	Evaluation	Materials
	e. Conduct a vocational assessment/work evaluation using TAP, JEVS, COATES, or Singer Vocational Evaluation System.		JEVS (Jewish Employment Voc. Ser.) COATES (Comprehensive Occupational Assessment Training Package from PREP, Inc.) Singer Vocational Evaluation System All the above are available from the University of Wisconsin South at Menomene, WI.
		Value	
1. Teacher will be able to assist students with defining their perceptions of the role of work in society.	a. Teacher/learner will discuss various assignments from NC Division of Voc. Ed. b. Formulate individual definition of: work, leisure, job, occupation, career. c. Discuss the reasons people work. d. Panel discussion, "How does Society depend on work?" e. Panel discussion, "What are the definitions of work in society?" f. "Is work different from occupation?"	a. Teacher/instructor interaction. b. Peer feedback from others in group. c. Survey form. d. List of reasons for work, career pursuits, etc. e. Paper explaining the role of work.	
2. Teacher will be able to assist student with tentative career goals, interests, values. GOALS	a. Teacher/learner exploration of various goals pertaining to career. b. Panel discussion outlining objective goals for students with exceptional needs. c. Brainstorming realistic goals for students in exceptional needs. d. Individual paper to outline and explain short-term education and work goals and how they are interrelated. e. Teacher/instructor planning for reaching employment goals. f. Discussion of contracting for future employment goals. g. Development of activity folder related to goals.	a. Teacher/instructor interaction. b. Peer group reaction to ideas. c. Length of list of goals and abilities which relate.	PBTE, Ohio State University Module B1. N Carolina Dept. of Voc. Ed., Unit I, Sec. 3, Knowing and Exploring Occupational Possibilities. N Carolina Dept. of Voc. Ed., Unit I, Sec. 4, Making appropriate occupationally-oriented decisions. Planning Your Future, University Associates, 1972. Life Work Planning, University Associates, 1974. Career and Life Planning Guide. Follett Publishing Co., 1976. A/V "Career Choice: A Lifelong Process." Guidance Associates.

2. Learning and Employment Potential		Value (continued)	
Objective	**Activities**	**Evaluation**	**Materials**
INTERESTS	a. Group competition of interest list to relate interests to goals. b. Examine Bibliography c. Examine USOE Education Cluster manual.	a. Length of compiled list, instructor evaluation. b. Ability to relate interest level to different types of occupations. c. Ability to guide student values to develop interests. d. Ability to guide students interests in order to arrive at an occupational goal.	PBTE Module B1, Ohio State University. PBTE Modules F1 through F5, Ohio State University. Bibliography of the Public Service Occupations, University of Louisville, Educational Professions Development Act, L. Dean McClellan. USOE Job Cluster Catalog
VALUES	a. Group discussion relating interests and values and their eventual development to different goals. b. Individual paper comparing and contrasting differences between values, interests, and goals. c. Plan a lesson or unit depending on teacher values and relate it to student values from the survey.	All AFFECTIVE evaluation on the part of the instructor for ability of teacher to motivate students to a positive VALUE to INTEREST to goal development.	PBTE Module B4, Ohio State University.
3. The teacher will be able to assist in appraising their personal characteristics in relation to current and future non-academic planning. The teacher will be able to explain the impact of first impressions. The teacher will explain the importance of being a "good listener."	a. Read and discuss NC Curriculum Components for Special Needs Students in Vocational Education, Unit I, Relating to Other People, and Unit III, Preparation for Employment. Group discussion--communication process. Role Playing Teacher/instructor discussion in barriers common to communication. b. Prepare cassette tapes showing good and bad communication techniques c. Discussion about different motives for good/poor behavior. d. Peer group critique of personality characteristics among members.	a. Instructor prepared tests. b. Diagram of communication process. c. Teacher/instructor critique of individual tapes. d. Teacher ability to accept criticism and relate instructional group situation to subsequent classroom situation.	From N Carolina Curriculum Component Package, Communicating with Others. Family Development Series, Stech Vaugn Company, 1974. You Said It. McGraw-Hill. Following Printed Directions. Special Service Supply. 1970. Human Resources Development Manual, Dept. of Community Colleges, NC Dept. of Public Education. You. Frank Richards Publishing, '72 Your Attitude is Showing. Instructional Materials Service, University of Texas at Austin.

2. Learning and Employment Potential — Value (continued)

Objective	Activities	Evaluation	Materials
Teacher will be able to explain why recognizing differences between oneself and others is necessary for cooperative work.	e. Group practice remembering names. f. Discussion about how to teach students to develop appropriate behaviors for relating to supervisor and to workers.		
4. Clarify personal values/ assets, etc.	a. Ongoing discussion, forum meeting, panel exploration among group members, instructor, student, teacher, etc., to ensure that students are helped to clarify their personal values/assets, etc., i.e.; Some people might be easily led on a path or course for thich they are unsuited, disinterested, or both. b. Instruction should be geared toward those individuals who are unsure of their values or assets. Many means of achieving these objectives are available and are limited only by the imagination of the teacher.	Affective domain left to individual instructor and/or group trainer.	EDVT 630 materials packet, University of Louisville, Department of Occupational and Career Education.

Implementation

1. The teacher will be able to assist student with developing a plan for securing employment. Help student decide kind of employment wanted. Help student determine job requirements. Help student decide individual qualifications for the type of employment selected.	a. Teacher/instructor discussion of PBTE Modules F3, F4, F5, Guidance; E7, E8, Instructional Management; C1 through C29, All Instructional Execution Modules. b. G3, School Community Relations activities simulated by group members. c. Group brainstorm to find different ways to assist students in developing plan. d. Group suggestions on various types of businesses to contact for information. e. Suggestions on possible field trip locations.	a. Instructor's evaluation of individual ability to complete self-check sections in the PBTE manuals. b. Peer group critique. c. Instructor/teacher discussion. d. Lesson plan type outline for developing plan.	PBTE, Ohio State University, Columbus, Ohio North Carolina Division of Vocational Education, Dept. of Public Education, Curriculum Components for Special Needs Students in Voc. Ed. Unit IV, Preparation for Employment Section 1, I Want a Job Training for a Job Trade Schools Unit V

2. Learning and Employment Potential — Implementation (continued)

Objective	Activities	Evaluation	Materials
2. The teacher will be able to assist students with identifying sources for occupational information. Teacher will be able to assist students in applying for a job. Teacher will be able to explain terms that are used on the application or in the interview situation. Teacher will be able to explain how to select personal references. The teacher will be able to explain how to complete the job application. The teacher will be able to explain the important points to be filled out in the application form.	a. Read and discuss Vocational-Technical Education Curriculum materials. b. Group research into different means for securing occupational information. c. Individual research paper. d. Individual compilation of a bibliography of resource materials. e. Discuss the use of the Dictionary of Occupational Titles. f. Teacher/instructor discussion on activities which would be used to help students apply for jobs. g. Identify basic ways of applying for a job. h. Teacher/instructor compilation of a list of types of terms which might be found on an application form. i. Individual research paper on ways to identify different types of references, i.e.; character, credit and work experience. j. Brainstorming activity in groups to point out points which may give exceptional students trouble. k. Group discussion about individual problems encountered on job applications. l. Individuals will create job applications.	a. Ability of student to list various sources for finding occupational information. f. Ability to fill out application form. g. Quiz--type of activity to determine if people can define terms and/or questions on an application j. Peer group observations and critique. k. Instructor evaluation.	Voc-Ed Technical Educational Curriculum materials. Paul Sedes Mississippi State University, in cooperation with Mississippi State Department of Education, Jackson. Dictionary of Occupational Titles. U.S. Department of Labor N Carolina Curriculum Components: Unit IV, Sec. 2; and Unit V, Sections 1, 5, 6, 7, 9, 10 and 11. Career Exploration . . . by Phelps and Lutz. From the N Carolina Curriculum Components: Occupational Essentials Working With Others Basic Skills for Everyone The Jobs you Get A/V "Finding Your Job" LAP "Writing a Business Letter" "The Resume and the Letter of Application." Focus in Your Future Career Skills: Getting Applications Right. How to Get a Job and Keep It. A/V "Applications & Focus Series" "Finding Your Job" LAP "Completing a Job Application" "King Size Employer"
3. The teacher will demonstrate appropriate training to help students develop academic and vocational skills necessary to secure and hold employment.	a. All previously mentioned activities.	a. Participants will be able to write a paper outlining their responsibilities under PL 94-142 to include least restrictive environment, normalizations, etc.	Public Policy and Education of Exceptional Children, Weintraub, Abeson, Ballard, LaVor.

2. Learning and Employment Potential — Implementation (continued)

Objective	Activities	Evaluation	Materials
	b. Group instruction on rights and privileges of students with exceptional needs. c. Individual participation in Retool workshops conducted in Kentucky. d. Individual completion of Retool training packages.	b. On-going evaluation by peers, resource personnel, consultants.	World of Work Series, "How to Get and Hold a Job." All Retool materials from workshops held in Kentucky. Career Exploration . . . by Phelps and Lutz.

3. Cooperative Team Role — Awareness

Objective	Activities	Evaluation	Materials
1. The teacher will be able to recognize the team planning concept from legislation. The teacher will explain how a team can create a stronger career education program than can individual planners.	a. Group discussion about PL 94-142 and its ramifications covering curriculum planning. b. Individual research on assigned sections of PL 94-142. c. Paper on some aspect of 94-142. d. Brainstorm--"What is the team concept?"	Ability of learner to verbalize and/or write a concrete explanation about team planning.	PBTE, Ohio State University. Retool Training Packet, Kentucky. Proceedings from Career Education Conference for Teacher Educators--March 18-21, 1975. Lincoln, NB. Conducted by Coordinator of Voc-Tech Education Teachers Collete, University of Nebraska, Lincoln.
2. The teacher will be able to name at least 25 potential team members.	a. Brainstorm possible team members for team. Shop/Voc Ed Teacher Home Ec Teacher Physical Ed Teacher Agriculture Teacher Misc. non-academic Teachers b. Identify possible parent groups which could be used. c. Discuss role of guidance counselor. d. Discuss possibility of involving individual students in team. e. Identify at least 10 local business/manufacturing companies who could be involved.	a. Ability of learner to discuss qualities which make these individuals unique for team concept. b. Instructor evaluation	PBTE, Ohio State University Category G1 through G10 Category H1 through H6 Category I1 through I8 Kentucky Vocational Staff Industry Exchange Program. Contact John Lloyd, Coordinator, Professional Personnel Development Unit, Bureau of Vocational Education, Capital Plaza Tower, Frankfort, KY. Career Exploration . . . by Phelps and Lutz.

Analysis

1. The teacher will have information available concerning school, community and employer resources in order to identify prospective team members.	a. Learner/instructor exploration of local school resources to identify team members. b. Learner/instructor discussion of ways to contact team members, i.e.; call Jaycees, Civitan, Lion's Club, Kiwanis, Chamber of Commerce, Bar Association, etc. c. Learner/instructor will discuss Project Retool list concerning community resources for exceptional children.	a. Teacher/peer evaluation of list and resourcefulness of learners. b. Individual self-evaluation.	Project Retool lists: Community resources for Exceptiond tional Children. State Offices of Parent/Private Organizations. Professional Organizations.

3. Cooperative Team Role		Analysis (continued)	
Objective	Activities	Evaluation	Materials
	d. Discuss list of state offices of parent/ private associations. e. Discuss professional associations.		
2. The teacher will be able to determine the level of interest of individual members.	a. Survey--by instructor/teacher: Does member know what team concept is? Does member have an interest in helping students with exceptional needs? Does member have any specific area of interest in which he would like to work? b. Panel discussinn to assign specific tasks to individuals with particular areas of interest.	Affective	PBTE, Ohio State University Gategory G
3. The teacher will be able to assign areas of responsibility to individual team members.	a. Assign role to non-professional member and ask him/her to try to find out what his/her responsibilities are. b. Review findings within group context and ask each member to react to individual findings giving suggestions for improvement. c. Assign sole responsibility to professional person and ask him/her to provide input, i.e.; what should the guidance person provide the team in order to help students in their pursuit of a career? What should local business/manufacturing people be doing?	Affective	PBTE, Ohio State University Gategories G and H
4. The member will be able to write a chart outlining team members to be involved in specified activities.	a. Instructor and group discussion of role responsibility of team. b. Instructor and group brainstorming session to point out appropriate teams to perform specified activities. Who would participate in house visitation? Who would be involved in educational planning for disabled, disadvantaged? Who would be involved in planning for the culturally disadvantaged?	a. Instructor evaluation of points brought out concerning role responsibility. b. Ability to list several advantages to having teams perform services rather than individuals.	PBTE, Ohio State University Modules A1-A11; B1,B2; C1, C2, C19; D1, D6; E2, E3; F1-F5; G1-G10. EDVT 630 Instructional Support Materials, Dept. of Occupational and Career Education, University of Louisville, Kentucky.

3. Cooperative Team Role		Analysis (continued)	
Objective	**Activities**	**Evaluation**	**Materials**
	c. Instructor and group discussion of team responsibilities of principal; vocational teachers; guidance counselors; school psychologist; attendance officers; social workers; health personnel; special education personnel; student representatives.	c. Ability of group to list possible contributions made by individuals discussed.	Project Retool lecture from April. Dr. Rutherford Turnbull, Assoc. Professor of Law, University of North Carolina. Movie and cassettes available.
	d. Completion of PBTE modules selected.	d. Ability of group to pinpoint specific individual team members' responsibilities. e. Ability of group to use Turnbull's outline concerning team approach for identifying and serving students with special needs.	
		Value	
1. The learner will be able to determine the level of involvement of team members based on commitment, level of interest, time availability.	a. The instructor and learner will construct a chart which could be used to determine time availability of prospective team members. When can they meet? When do they work at their regular/other occupations? What time limits are placed on the goal of the program?	a. Affective domain--actual participation by the team members.	Teacher/instructor decision for brochures.
	b. Instructor/learner compile an interest inventory. What is the team member's area of expertise? What qualifications and/or special abilities does the team member have?	b. Willingness to lend time.	
2. The learner will be able to verbally explain the benefits gained from teamwork.	a. Discussion of different individuals' capabilities and areas of expertise, i.e.; lawyer for disabled/handicapped student; citizen advocate; teacher; special ed. teacher; principal; guidance person; health/nurse supervisor; voc. ed. teacher; school psychologist.	a. Group ability to recognize contributions to be made to team by each of these individuals.	
	b. Invite people who have participated in team role to talk about benefits acquired.	b. Report on findings in group discussion/teacher evaluation.	

3. Cooperative Team Role		Value (continued)	
Objective	Activities	Evaluation	Materials
	c. Write paper on some beneficial aspects of team role and defend the arguments, i.e.; how does the cooperative team role help to coordinate remedial and vocational instruction? d. Discuss how team cooperation can help stop duplication of services.	c. Ability of individual learner to identify benefits mentioned by speaker.	
3. The learner will be able to verbally explain liabilities/problems of teamwork.	a. Discuss how lack of role commitment might undermine group ability.	a. Ability of learner to explain that lack of dedication or commitment by one individual might cause others to do more work. Might cause others to duplicate efforts. Might cause others to be ignorant of important information.	Retool lecture, Rutherford Turnbull. April 21-22, 1977. Curt Ehrmentraut April 21, 1977, University of Louisville, Kentucky.
	b. Brainstorming activity to point out problems in team concept. c. Speakers point out problems encountered with team concept.		
	d. Paper showing and analyzing problems which show possible solutions.	d. Ability to show problems and suggest solutions.	
		Implementation	
1. The learner will be able to assist in selecting appropriate team members.	a. Discussion of types of handicaps and programs which may be offered to people with these identified handicaps, i.e.; What type of program would a hearing impaired person best be suited? Visually impaired person? A non-ambulatory person?	a. Teacher/peer evaluation.	PBTE, Ohio State University.
	b. Which team people might best fit the needs of the handicapped person, i.e.; What kind of ancillary services might the handicapped person need? Speech and hearing specialist? Vision specialist? A lawyer to act as an advocate?	b. Individual evolution.	

3. Cooperative Team Role — Implementation (continued)

Objective	Activities	Evaluation	Materials
2. The learner will be able to conduct productive group meetings. The learner will keep personality conflicts to a minimum. The learner will make sure each team member carries out his responsibility. The learner will ensure that each team member has a chance to explain his/her own position. The learner will have an adequate period of time to prepare.	a. Group mock presentation involving various identified team members, i.e.; psychologist, social worker, guidance counselor, voc. ed. teacher, regular classroom teacher. b. Workshop involving former team members. c. Field visit to watch a cooperative team in action. d. Written critique of procedures and evaluations given by actual co-op team.	a. Teacher evaluation b. Peer evaluation. c. Group critique. d. Ability to coordinate co-op team meeting in a practice setting. e. Verbal description of co-op team meeting.	Teacher generated guidelines outlining parliamentary procedure for conducting group meeting. Teacher generated checklist; important points to be covered by individual experts/consultants in group.
3. The learner will implement coordinated instruction and delivery service (when appropriate) based on individual needs of the student.	a. Group discussion of services for hearing impaired special needs package. of visually impaired special needs package; of EMH individual needs package; of TMH individual needs package; of severely/profoundly retarded individual needs package; of non-ambulatory special needs package; etc. b. Field experience by teacher in implementation.	a. Ability of learner to adequately implement package based on findings of co-op team according to individual's personal needs.	Career Exploration . . . by Phelps and Lutz.

4. Increasing Occupational Awareness and Expectations

Awareness

Objective	Activities	Evaluation	Materials
1. The learner will be able to outline a large variety of job clusters appropriate for handicapped students. Will be able to watch handicapping conditions to appropriate jobs. Will explain how handicapping conditions may preclude performance of some jobs.	a. Learner and instructor will discuss USOE cluster "Agri-business and Natural Resources." Outline physical prerequisites for related occupations within this title. Explain why certain handicapping conditions might prevent an individual from obtaining employment in specified fields. b. Repeat procedure for "Business and Office." c. Repeat procedure for "Communications and Media." d. Repeat procedure for "Construction." e. Repeat procedure for "Health Occupations." f. Repeat procedure for "Hospitality and Recreation" g. For "Manufacturing" h. For "Marine Science" i. For "Consumer and Homemaking." j. For "Environment." k. For "Fine Arts and Humanities" l. For "Marketing and Distribution" m. For "Personal Services" n. For "Public Service" o. For "Transportation." p. Discussion of various types of handicapping conditions and how they affect job performance, i.e.; visual impaired, hearing impaired, speech impaired, non-ambulatory. q. Panel discussion on feasibility of different handicapping conditions in specified jobs.	a. Ability of learner to perceive and explain to peers why certain occupations are not feasible for certain handicaps. b. Instructor evaluation of the tact and manner in which the learner presents his arguments so that students are not offended/hurt or needlessly discouraged.	USOE Job Cluster List Vocational Education Staff Development Module Serves Programs for the Disadvantaged/Handicapped. Division of Voc. Ed. Programs for the Disadvantaged. Developing Competencies of Handicapped Students Through Industrial Arts: Resource Materials by Allen Phelps. Division of Occupational and Vocational Studies, Penn State University, University Park, PA. Curriculum Components for Special Needs Students in Vocational Education. Director of Voc. Ed., North Carolina Dept. of Public Education, Raleigh, NC. Units I, III, IV. Bibliography of the Public Service Occupations by L. Dean McClellan, University of Louisville, Louisville Kentucky. Dictionary of Occupational Titles. Career Education, How to do It. Creative Approaches by Local Practitioners, Office of Career Education, USOE. Facilitating Career Development: Annotated Bibliography I and II. Illinois Board of Voc. Ed. and Rehabilitation, July 1970 and February 1974.

4. Increasing Occupational Awareness and Expectations — Awareness (continued)

Objective	Activities	Evaluation	Materials
2. The learner will make recommendations for adaptations which could be used by some handicapped students. Will explain what compensations can be made for those with handicapping conditions.	a. Site visit to different types of occupations within clusters to see what skills are necessary. b. To see if certain physical/mental deficits can be made less important. c. Panel discussion outlining skills needed for problems encountered in various job clusters. d. Consultant visit from "Business and Office," "Health Occupations," "Hospitality and Recreation," etc., to explain the types of services needed and requirements for employment within each cluster.	a. Ability of students to analyze and explain various adaptations/cooperations which may be used, i.e.; ramps to allow access for non-ambulatory, hand controls for vehicles for non-ambulatory, use of "readers" for visually impaired, special seating arrangements for multiple handicapped.	Learning Resources for Students with Special Vocational Needs, from Nebraska Vo-Tech Curriculum Lab, Kearney State College, Kearney,NB.
3. The learner will be able to explain how federal regulations excuse some job criteria.	a. Group exploration of job clusters, research of individual clusters to find those which have waived criterion, list appropriate occupations. b. Individual research of federal and state laws to find regulations designed to protect and help handicapped/disadvataged. c. Panel discussion, "Why should some regulations be relaxed for handicapped/disadvantaged?"	a. Ability of learner to verbalize how handicapped/disadvantaged people are protected. b. Teacher evaluation. c. Peer evaluation.	Kentucky Administrative Regulations: 707 KAR 1:050, Programs for Exceptional Children; 707 KAR 1:010, Programs for Pupils with Hearing Impairment; 707KAR 1:040, Programs for Deaf-Blind Children; 704 KAR 3:250, Criteria for ASIS Unit of Special Education Work-Study Program Coordinator; 704 KAR 3:270, Criteria for the Unit of Teacher-Consultant in Programs for Exceptional Children BEEC - Kentucky Dept. of Education.
4. The learner will explain why work-employment is desirable for handicapped/disadvantaged people.	a. Brainstorming--list of 10 reasons why employment is important to anyone, handicapped or not. b. Relate list to handicapped people. c. Class visit by a handicapped person who is gainfully employed: he shares his experiences. d. Site visit by class to Sheltered Workshop, manufacturing plant, business, etc., which employs handicapped people. e. Discussion of advantages to the taxpayer by taking handicapped out of state/federally supported institutions.	a. Teacher evaluation. b. Peer evaluation. c. Evaluation by the handicapped person of the sensitivity/understanding shown by the group (Affective).	

4. Increasing Occupational Awareness and Expectations — Awareness (continued)

Objective	Activities	Evaluation	Materials
5. The learner will be able to explain the advantages of a pre-service program.	a. Group discussion on such questions as: "How would a blind person feel if he prepared to be a TV repairman?" "How would a non-ambulatory person feel if he prepared to be a bricklayer?" "How would one feel if one found himself physically/mentally/intellectually unprepared to perform his/her chosen occupation?" b. Analyses of different types of occupational prerequisites and self-placement into a pre-service setting. c. Individual visits to pre-service programs within the community.	a. Affective domain--ability to explain advantages of pre-service program. b. Comprehensive paper graded by instructor.	Possible job/brochure occupation from independent companies.
6. The learner will be able to recognize viable employment expectations for specified handicapped/disadvantaged people. The learner will be able to tactfully explain to individuals why their expectations may be too high. The learner will be able to outline appropriate expectations.	a. List as many disadvantages/handicapping conditions as possible. b. Outline which types of handicapping conditions might be most amenable to specified expectation levels: service, unskilled, semi-skilled. c. Panel discussion, "Can visually impaired become lawyers?" Substitute-- "Can _____ become _____?"	a. Affective domain--learner ability	Behavior of Exceptional Children: An Introduction to Special Education. USOE job clusters. The Career Education Handbook for Secondary Schools. by Allen G. Blezek, Coordinator, Career Education, Lincoln Public Schools, Lincoln, NB.

Analysis

1. The learner will be able to cite ways in which former students can be checked in order to monitor their vocational/occupational progress. The learner will maintain a file on former	a. Brainstorming activity to survey different means of collecting data: from checklist to employers, checklist to social acquaintances, checklist to various social agencies, parent interview simulation. b. Group assignment to develop a comprehensive system to ensure follow-up data is secured.	a. Affective domain.	PBTE, Ohio State University Modules E4, E8, E9; F1-F5; J5, J8, J10. Career Education Handbook for Secondary School. Career Exploration . . . by Phelps and Lutz.

4. Increasing Occupational Awareness and Expectations — Analysis (continued)

Objective	Activities	Evaluation	Materials
2. The learner will be able to conduct a community survey (environmental) in order to determine potential employment availability.	a. Construct a checklist outlining generic types of occupations within the community. b. Checklist outlining specific companies within the community. c. Group analysis of long range industrial/business trends to ascertain future employment opportunities. d. Individual visits to different businesses. e. Class visit by an economics expert.	a. Ability of learner to compile a representative checklist. b. Peer evaluation c. Instructor/learner interaction.	PBTE, Ohio State University G1 through G10. Resource materials from EDVT 630, Occupational and Career Education, University of Louisville, Kentucky.
3. The learner will be able to conduct job tryouts within the community, school or class.	a. Contact local businesses to ascertain physical requirements of job and/or physical hardships which would preclude participation within the occupation. b. Group visit to business. c. Business representative to the community school, or single class where student/learner attempts to perform basic aspects of occupation, i.e.; run machinery, run a lathe. d. Individual visit to a business to attempt the job, i.e.; maintainance, sanitation.	a. Peer evaluation. b. Business/employer reaction. c. Student participation.	Local business brochures Teacher generated checklist outlining physical or "other" prerequisite necessary for performance of job.
4. The learner will be able to conduct job simulations within the school setting.	a. Set up dress code for use "on the job." b. Set up token system for use. c. Set time parameters for arrival and departure, starting and stopping. d. Simulate roles within group--employers/employees, foreman/employee, employee/employee, etc.	a. Affective--learner evaluation. b. Ability to meet standards outlined by group. c. Failure to comply, results in loss of token.	N Carolina Dept. of Voc. Ed. Curriculum Components for Special Needs Students in Vocational Education, Unit II, Sections I, II, III; Unit III, Sections I, II, III.
5. The learner will be able to develop student job skills from job roles: physical, social, cognitive.	a. Job simulation by group. b. Categorize jobs according to possible skills needed for each cluster, i.e.; "Business and Office," "Construction."	a. Peer group evaluation. b. Third party evaluation.	USOE job cluster list. Dictionary of Occupational Titles N Carolina Curriculum Components for Special Needs Students.

4. Increasing Occupational Awareness and Expectations — Analysis (continued)

Objectives	Activities	Evaluation	Materials
The learner will place specific physical skills with specific job ideas. Specific social skills with social job roles. Specific cognitive skill with cognitive roles.	c. Further categorize by consulting DOT and refining skills to specific occupations within the cluster, i.e.; "Business and Office"--clerk-typist, key punch operator; "Construction"--crane operator, back-hoe operator. d. Read various activities in the North Carolina Curriculum Components for Special Needs Students in Voc. Ed.: Units II, IV and VII. e. Read various activities in "The World of Work Series" from the Kentucky Bureau of Vocational Education: "Business & Office Occupations" and "Marketing & Distribution." f. Instructor research to find additional material.	c. Affective evaluation by the learner. d. Ability to group specified skills to a job role.	"World of Work Series"--from the Kentucky Bureau of Vocational Education, Dept. of Education, Frankfort, KY.
6. The learner will obtain statements from employers and/or teachers to help students identify shortcomings, inadequacies, strong points, strengths in the performance of job/occupational skills.	a. Teacher-learner activity/interaction to enhance employment potential. b. Objective analysis of statements from employers/teachers in order to identify people able to perform given tasks. c. Teacher/learner discussion of stated performance.	a. Affective--learner ability to pick out initial areas which may be improved upon.	Teacher-constructed checklist for employees to rate individuals. Group checklists for inter-individual ratings. Checklist devised by group using criteria pointed out in group discussion.
7. The teacher will revise and redesign industrial education plans to eliminate problems stated in employer-teacher statements.	a. Group analyses of problems pointed out by students. b. Discussion of ways and means to aleviate problems pointed out by employer-teacher, i.e.; budget responsibility, group approach teaching possibilities, new program ideas, etc.	Affective--ability of learner to restrictive plans to appropriately meet the needs of the students.	Teacher-Constructed checklists. PBTE, Ohio State University.

4. Increasing Occupational Awareness and Expectations		Value	
Objective	**Activities**	**Evaluation**	**Materials**
1. The teacher/learner/student will be able to recognize student potential related to employability.	a. Group discussion about individual potential and/or group potential in fulfilling a needed gap in community/national needs. b. Brainstorm/panel ideas to "push" or encourage employers in incorporating ideas which may be avante garde or "unfeasible" in a "today" situation, but possible for the future.	a. Affective evaluation. b. Ability to perform specified tasks related to specific jobs.	Teacher constructed checklist outlining strong/weak points. PBTE, Ohio State University.
2. The teacher will analyze employer/teacher statements to help guide parents in showing their children how to maximize occupational expectations.	a. Teacher/student/parent discussion and interaction. b. Instructor/teacher/parent conference about types of disabilities/problems encountered in vocational education preparation for special education students.	a. Affective teacher/student/parent/employer interaction. b. Ability of parents to help students maintain a goal.	Teacher/group instructional material
		Implementation	
1. The teacher will interact with the instructor to assist the student in his/her development of activities aimed at appropriate job performance.	a. Teacher/instructor/learner/student panel discussion outlining acceptable levels of job performance. b. Group participation in simulated job activities. c. Group evaluation of individual performance to get a critical assessment of needs v. ability to fulfill needs.	a. Affective evaluations. b. Employer evaluation of types of activities which enhance learner/student performance on the job.	Employer-constructed checklists of activities appropriate to specific jobs. Industry brochures and catalogues used for ideas in activity development. PBTE, Ohio State University.
2. The teacher will adapt teaching approaches to develop skills necessary for students to perform specific jobs/occupations.	a. Individual/group evaluation or brainstorming activity to pinpoint specific skills necessary to perform jobs. b. Field activity. c. Student trial/test to ascertain if he/she can perform job. d. Student/group suggestions for teacher activities that would be beneficial to the group.	Ability to meet long term goals and daily behavioral objectives used from the materials.	PBTE, Ohio State University, Modules B3 through B6.

4. Increasing Occupational Awareness and Expectations — Implementation (continued)

Objective	Activities	Evaluation	Materials
3. All teachers will maintain an on-going data base to bring new information into student dossiers concerning practical/environmental employment areas concerning job/occupation clusters.	a. On-going/perpetual re-evaluation of information provided by third party observers (TPEs) in order to ascertain which information is useful and which is not.	Affective domain based upon prior experience from instructors/teachers. What works? Where do potential employers look? What skills are valued by employers? What skills are mandatory for each occupation? Secondary?	Teacher-constructed files for each individual student.
4. The teacher will develop a checklist of skills for individuals to use in observing job prerequisites, knowledge, skills, etc.	a. On-going accountable compilation of learner/teacher/instructor/student ability or knowledge of imperative skills to be used in different jobs under each job cluster. b. Discussion of job activities. c. Employer visit to group setting in which prerequisites, skills, etc., will be discussed.	Affective--instructor perception of ability of individual to find measurable job activities.	USOE job cluster information. Teacher-constructed checklist.

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